

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7820010  
**Course Title:** Science: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

- life science:
  - plants and animals
  - human growth and development
- physical science:
  - matter and energy
  - force and motion
- earth science:
  - climate and weather
  - the solar system
  - ecology and the environment
- application of scientific knowledge

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.

- 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, but not replicate, many of the requirements for Grades 6-8 science in the basic education program. For students who are preparing

## Course Number: 7820010 - Science: 6-8

to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Science, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;

partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

**Course Number: 7820010 - Science: 6-8**

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.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine 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 Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

- 1. Use the scientific method and general science skills to solve problems (e.g., making observations, using scientific tools, conducting experiments, using safe procedures).**

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 1.1. Identify characteristics of major elements of the scientific process. (CL.B.4.In.1, CL.B.4.Su.1)**

Specify: \_\_\_\_\_  using methods and tools of observation and measurement

\_\_\_\_\_  experimenting and reproducing results

\_\_\_\_\_  controlling conditions

\_\_\_\_\_  testing hypotheses and investigating

\_\_\_\_\_  determining cause and effect and making inferences

\_\_\_\_\_  drawing conclusions based on observations

\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7820010 - Science: 6-8**

1.2. Identify basic apparatus and equipment used for scientific study.

- Specify: \_\_\_\_\_  beakers, test tubes, pipette  
\_\_\_\_\_  microscope, magnifying glass, thermometer  
\_\_\_\_\_  scales, other measurement devices  
\_\_\_\_\_  other: \_\_\_\_\_

1.3. Identify and follow safety practices and considerations needed when conducting scientific activities. (CL.B.4.In.2, CL.B.4.Su.2)

- Specify: \_\_\_\_\_  wear protective goggles, clothing, gloves  
\_\_\_\_\_  use and store chemicals appropriately  
\_\_\_\_\_  handle materials and animals appropriately  
\_\_\_\_\_  use equipment, including gas and electrical devices appropriately  
\_\_\_\_\_  identify hazards and potentially dangerous situations—  
flame, fumes, broken glass, poisons  
\_\_\_\_\_  respond effectively to emergency situations  
\_\_\_\_\_  other: \_\_\_\_\_

1.4. Follow a systematic approach using scientific concepts and processes to solve problems in accomplishing functional tasks (e.g., predicting what will happen if I put too much air in a bicycle tire, testing which type of battery will last longer in a portable CD player). (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

- Specify: \_\_\_\_\_  determine the question to be answered  
\_\_\_\_\_  select subjects, conditions, and treatments  
\_\_\_\_\_  make reasonable hypothesis  
\_\_\_\_\_  apply treatment or procedures to obtain result  
\_\_\_\_\_  check results for accuracy and reliability  
\_\_\_\_\_  explain results  
\_\_\_\_\_  other: \_\_\_\_\_

**2. Use skills to locate information and present ideas regarding knowledge about science and its application to personal life and the community.**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.  
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.  
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.  
CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.  
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.  
CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.  
CL.B.2.In.2 express oral, written, or visual information for specified purposes.  
CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.  
CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

**Course Number: 7820010 - Science: 6-8**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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2.1. Identify general sources of information about science that are reliable and accurate to complete school assignments and functional tasks (e.g., looking up information about a type of fish, researching public issues). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  newspapers                      \_\_\_  magazines                      \_\_\_  television  
          \_\_\_  radio                                      \_\_\_  people                                      \_\_\_  Internet  
          \_\_\_  other: \_\_\_\_\_

2.2. Identify types of information in reference books or resources on science (e.g., descriptions and diagrams of scientific concepts, results of research, definitions). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  textbooks                      \_\_\_  encyclopedias                      \_\_\_  reference books  
          \_\_\_  other: \_\_\_\_\_

2.3. Use information related to science from various types of books and resources. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  newspapers                      \_\_\_  magazines                      \_\_\_  television  
          \_\_\_  radio                                      \_\_\_  people                                      \_\_\_  Internet  
          \_\_\_  textbooks                                      \_\_\_  encyclopedias                                      \_\_\_  reference books  
          \_\_\_  other: \_\_\_\_\_

2.4. Evaluate the correctness and accuracy of information in materials used in science (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

2.5. Use strategies to relate and integrate new information about science with own previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  identify common elements or events  
          \_\_\_  distinguish what is different  
          \_\_\_  relate new information to concepts already understood  
          \_\_\_  other: \_\_\_\_\_

2.6. Communicate information about science in an accurate, complete, and objective manner using written or verbal formats (e.g., tell another what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of an experiment for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: \_\_\_  notes                                      \_\_\_  summaries                                      \_\_\_  reports  
          \_\_\_  other: \_\_\_\_\_

2.7. Document activities or experiments performed accurately (e.g., keep an accurate record of observations, keep an accurate journal, keep track of daily measurements). (CL.B.2.In.1, CL.B.2.Su.1)

**Course Number: 7820010 - Science: 6-8**

2.8. Organize information about science based on intended use. (CL.B.1.In.3)

- Specify: \_\_\_\_\_  by date                      \_\_\_\_\_  by classification  
          \_\_\_\_\_  by categories                    \_\_\_\_\_  by topics or events  
          \_\_\_\_\_  by characteristics            \_\_\_\_\_  by size  
          \_\_\_\_\_  other: \_\_\_\_\_

**3. Demonstrate awareness of plants and animals in the environment (e.g., basic needs of living things, relation to environment, life cycle).**

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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3.1. Identify major characteristics of living organisms.

- Specify: \_\_\_\_\_  basic needs and habitats—relation to environment  
          \_\_\_\_\_  major functions—birth, growth and development, reproduction, and death  
          \_\_\_\_\_  major structures—cells, tissues, organs, and systems  
          \_\_\_\_\_  major classifications and groups—species, phylum, class  
          \_\_\_\_\_  other: \_\_\_\_\_

**Plant Life**

3.2. Identify characteristics of plant life.

- Specify: \_\_\_\_\_  basic needs—air, water, light, and habitats  
          \_\_\_\_\_  parts of a plant—cell, root, stem, leaf, flower, cone, fruit, seed  
          \_\_\_\_\_  major types of plants—flowering, leafy, pine, cactus  
          \_\_\_\_\_  characteristics and types of plants in the local environment  
          \_\_\_\_\_  other: \_\_\_\_\_

3.3. Identify events in the life cycle of a plant and the process of plant reproduction.

3.4. Identify ways that humans or animals use plants for food, medicines, clothing, tools, building materials, and other types of products.

3.5. Identify how plants adapt structurally to their environment, including the effects of variations in the amount of water, heat, and light on plant growth.

3.6. Identify various structures and reactions of plants for survival (e.g., thorns, fold-up leaves, protective odor, bitter taste).

3.7. Identify common plants that are poisonous to humans and what to do when exposed to such plants (e.g., poinsettia, poison ivy, poison oak, poison sumac, mistletoe, toadstools, oleander).



**Course Number: 7820010 - Science: 6-8**

**4. Demonstrate awareness of growth and development of human body systems and their functions relevant to personal needs (e.g., digestive system, reproduction, nutrition).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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4.1. Demonstrate awareness of major body systems including their structures and functions (e.g., cells, tissues, organs).

Specify: \_\_\_  circulatory                      \_\_\_  respiratory                      \_\_\_  digestive  
          \_\_\_  excretory                      \_\_\_  reproductive                      \_\_\_  nervous  
          \_\_\_  skeletal                      \_\_\_  muscular                      \_\_\_  other: \_\_\_\_\_

4.2. Demonstrate awareness of how the various systems of the body are related to each other.

4.3. Demonstrate awareness of basic concepts of human growth and maturation.

Specify: \_\_\_  major stages of growth—infancy, childhood, adolescence, adulthood, old age  
          \_\_\_  physical, mental, and emotional changes of humans  
          \_\_\_  other: \_\_\_\_\_

4.4. Demonstrate awareness of basic concepts of heredity and reproduction.

Specify: \_\_\_  development of the reproductive system—males and females  
          \_\_\_  process of fertilization and stages of pregnancy  
          \_\_\_  the birth process  
          \_\_\_  individual responsibilities in family planning  
          \_\_\_  risks of diseases, tobacco use, alcohol use, and other drug use to the fetus  
          \_\_\_  knowledge of heredity, i.e., characteristics that are inherited from parents  
          \_\_\_  other: \_\_\_\_\_

4.5. Identify basic physical needs of the human body, including food, air, shelter, exercise, and rest. (IF.A.1.In.2, IF.A.1.Su.2)

4.6. Identify the effects of common diseases on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_  common communicable diseases and symptoms  
          \_\_\_  life threatening diseases—cancer, heart disease, emphysema  
          \_\_\_  sexually transmitted diseases, including HIV/AIDS  
          \_\_\_  other: \_\_\_\_\_



**Course Number: 7820010 - Science: 6-8**

- 4.7. Demonstrate awareness of the effects of nutrition on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  using the Food Guide Pyramid for a balanced diet  
\_\_\_\_\_  identifying common effects of malnutrition  
\_\_\_\_\_  distinguishing nutrient-dense from nutrient-poor foods  
\_\_\_\_\_  identifying the impact of emotional problems on nutrition  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.8 Demonstrate awareness of the effects of drugs and other chemicals on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  use of prescription and nonprescription drugs  
\_\_\_\_\_  allergic drug reactions  
\_\_\_\_\_  impact of tobacco and alcohol  
\_\_\_\_\_  relation of emotional and social problems with alcohol and other drug abuse  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.9. Demonstrate awareness of the effects of exercise and rest on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  benefits of a regular exercise program—weight control, stamina  
\_\_\_\_\_  types of exercise—aerobic, strength-conditioning  
\_\_\_\_\_  use of exercise to relieve stress  
\_\_\_\_\_  importance of sleep and rest in maintaining body’s functions  
\_\_\_\_\_  impact of chronic fatigue on body’s functions  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.10. Demonstrate awareness of the effects of emotional and social factors on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  effects of positive outlook and social relationships on health and illness  
\_\_\_\_\_  negative impacts of emotional and social factors—  
eating disorders, digestive disorders, addictions  
\_\_\_\_\_  impact of positive and negative role models and peer pressure  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.11. Demonstrate awareness of the importance of maintaining good personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  acceptable personal hygiene habits  
\_\_\_\_\_  acceptable personal appearance  
\_\_\_\_\_  importance to physical health  
\_\_\_\_\_  importance to social relationships  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.12. Demonstrate awareness of first aid techniques. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  stopping bleeding and applying bandages  
\_\_\_\_\_  taking care of burns, poisons, and wounds  
\_\_\_\_\_  using cardiopulmonary resuscitation (CPR)  
\_\_\_\_\_  getting help when needed  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7820010 - Science: 6-8**

- 4.13. Identify sources of medical assistance and emergency help (e.g., doctors, dentists, hospitals, clinics, support groups, fitness centers, health care agencies, rehabilitation centers, 911, police, fire department, emergency centers). (IF.A.1.In.1, IF.A.1.Su.1)

**5. Demonstrate awareness of the ecology of natural resources and the importance of protection of the natural systems in the local and regional environment (e.g., recycling, human responsibility for the environment).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 5.1. Identify characteristics of the physical environment of the earth.  
Specify: \_\_\_  composition of land—soil, sand, rocks, minerals  
          \_\_\_  composition of the ocean and other bodies of water  
          \_\_\_  physical features of the earth’s surface—topography of land and sea  
          \_\_\_  forces that change the surface of the earth—weather, man, earthquake, erosion  
          \_\_\_  other: \_\_\_\_\_
- 5.2. Demonstrate awareness of the water cycle and its impact on water resources (e.g., relation to climatic patterns, renewal of water supplies).
- 5.3. Identify the importance of the food chain and the global food web and their impact on resources.  
Specify: \_\_\_  producers, consumers, decomposers  
          \_\_\_  effects of human activity on food chains  
          \_\_\_  other: \_\_\_\_\_
- 5.4. Demonstrate awareness of how the surface of the Earth changes.  
Specify: \_\_\_  slow processes—erosion, weather  
          \_\_\_  fast processes—earthquakes, landslides  
          \_\_\_  other: \_\_\_\_\_
- 5.5. Demonstrate awareness of the effects of human activity on various habitats and the physical environment, and the need for environmental protection.
- 5.6. Demonstrate awareness of major types of renewable and nonrenewable natural resources and the need for conservation measures.
- 5.7. Demonstrate awareness of major types of pollution and related means of prevention or control.
- 5.8. Identify techniques and benefits of recycling various kinds of materials.  
Specify: \_\_\_  paper    \_\_\_  glass    \_\_\_  cans    \_\_\_  plastic  
          \_\_\_  other: \_\_\_\_\_

**Course Number: 7820010 - Science: 6-8**

- 5.9. Identify techniques and legal requirements related to the disposal of certain hazardous waste materials.  
Specify: \_\_\_\_\_  oil and gas      \_\_\_\_\_  cleaning products      \_\_\_\_\_  paints and polishes  
          \_\_\_\_\_  batteries                      \_\_\_\_\_  fluorescent bulbs      \_\_\_\_\_  aerosol cans  
          \_\_\_\_\_  other \_\_\_\_\_

**6. Demonstrate awareness of the concepts of matter, energy, force, and motion as they relate to daily living (e.g., changing states of matter; relationships among energy, force, and work; simple machines).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 6.1. Demonstrate awareness of different states of matter—solids, liquids, and gases.
- 6.2. Demonstrate awareness of types of changes in states of matter and how these changes occur and relate to loss of heat (energy).  
Specify: \_\_\_\_\_  physical—breaking down, freezing, boiling, vaporizing  
          \_\_\_\_\_  chemical—rust, decomposing, burning
- 6.3. Identify the basic concepts of and the relationships among energy, force, and work.
- 6.4. Identify the major forms of energy—sound, heat, mechanical.
- 6.5. Demonstrate awareness of different sources and forms of energy (e.g., solar, water, wind, nuclear, fossil).
- 6.6. Demonstrate awareness of the importance of conservation of energy resources.
- 6.7. Demonstrate awareness of electricity as a type of energy.  
Specify: \_\_\_\_\_  alternating and direct currents  
          \_\_\_\_\_  types of circuits—series and parallel  
          \_\_\_\_\_  conductors and nonconductors of electricity  
          \_\_\_\_\_  uses of electricity in daily activities and work  
          \_\_\_\_\_  sources of electrical power—circuits, batteries  
          \_\_\_\_\_  potential safety hazards—overloaded circuits, exposed wires, fire  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.8. Demonstrate awareness of the properties of magnetism.  
Specify: \_\_\_\_\_  magnetic and nonmagnetic materials  
          \_\_\_\_\_  uses of magnetism in daily activities and work  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7820010 - Science: 6-8**

6.9. Demonstrate awareness of the properties of gravity.

- Specify: \_\_\_\_\_  nature of gravity on earth and in space  
\_\_\_\_\_  effects of gravity  
\_\_\_\_\_  other: \_\_\_\_\_

6.10. Demonstrate awareness of simple machines and their relation to work.

- Specify: \_\_\_\_\_  concept and purpose  
\_\_\_\_\_  types of simple machines—lever, pulley, inclined plane  
\_\_\_\_\_  uses of simple machines in daily activities and work  
\_\_\_\_\_  other: \_\_\_\_\_

6.11. Demonstrate awareness of the effects of force on motion.

- Specify: \_\_\_\_\_  friction, gravity, and inertia  
\_\_\_\_\_  identify types of movement used for work—pushing, pulling, lifting  
\_\_\_\_\_  other: \_\_\_\_\_

6.12. Demonstrate awareness of the concept of light.

- Specify: \_\_\_\_\_  properties of light including the color spectrum  
\_\_\_\_\_  natural and artificial light  
\_\_\_\_\_  transparent, translucent, opaque  
\_\_\_\_\_  how the eye uses light to see  
\_\_\_\_\_  potential hazards of bright lights  
\_\_\_\_\_  other: \_\_\_\_\_

6.13. Demonstrate awareness of the concept of sound.

- Specify: \_\_\_\_\_  properties of sound waves and vibration  
\_\_\_\_\_  how the ear hears sound  
\_\_\_\_\_  potential hazards of loud noises  
\_\_\_\_\_  other: \_\_\_\_\_

**7. Demonstrate awareness of the solar system in relation to the environment and daily living (e.g., relationships among sun, moon, and Earth; effect of those relationships on day/night and seasons of the year).**

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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7.1. Demonstrate awareness of the Earth and its place in the universe.

- Specify: \_\_\_\_\_  sun, moon, and Earth  
\_\_\_\_\_  other major celestial bodies—planets, stars, galaxies  
\_\_\_\_\_  functions of manmade satellites and rockets  
\_\_\_\_\_  other: \_\_\_\_\_

7.2. Demonstrate awareness of the Earth's movement in the solar system, including its effect on day, night, month, year, and seasons.

**Course Number: 7820010 - Science: 6-8**

- 7.3. Demonstrate awareness of the Earth’s relation to the sun, including the sun’s effect on seasonal changes in the weather by providing heat and light.
- 7.4. Demonstrate awareness of the cause of the eclipse of the sun and moon.
- 7.5. Demonstrate awareness of the exploration and investigation of space.

**8. Demonstrate awareness of climate and weather patterns and predictions relevant to daily living (e.g., weather measurements, preparation for storms).**

- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
  - \_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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- 8.1. Demonstrate awareness of characteristics of major types of climate (e.g., tropical, moderate, arctic).
- 8.2. Demonstrate awareness of characteristics of major types of weather.  
Specify: \_\_\_  temperature, precipitation, wind, clouds  
          \_\_\_  seasonal changes in the weather  
          \_\_\_  other: \_\_\_\_\_
- 8.3. Identify methods used to measure the weather and how that information is used.  
Specify: \_\_\_  temperature, precipitation, wind  
          \_\_\_  meteorology and weather predictions  
          \_\_\_  other: \_\_\_\_\_
- 8.4. Demonstrate awareness of the impact of climate on human activity.
- 8.5. Demonstrate awareness of the impact of weather on humans. (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_  need to select suitable clothing based on the weather  
          \_\_\_  effects on moods and emotions  
          \_\_\_  effects on activities  
          \_\_\_  effects on economy  
          \_\_\_  other: \_\_\_\_\_
- 8.6. Identify characteristics of types of adverse weather.  
Specify: \_\_\_  thunderstorms, tornadoes, hurricanes, floods, blizzards  
          \_\_\_  other: \_\_\_\_\_
- 8.7. Identify appropriate responses to adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)

**Course Number: 7820010 - Science: 6-8**

Specify: \_\_\_\_\_  heeding warnings, evacuation, following recommended procedures  
\_\_\_\_\_  other: \_\_\_\_\_

**9. Demonstrate awareness of the application of scientific concepts and processes in personal life, the community, and the world of work (e.g., use of senses and tools to obtain information, importance of accuracy; understanding patterns of events).**

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.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Science Occupations**

9.1. Identify general characteristics of the career cluster related to science (e.g., technical knowledge and expertise, many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

9.2. Identify specific jobs associated with the career cluster related to science (e.g., health services, agriculture, horticulture, animal care, meteorology, engineering). (CL.C.1.In.1, CL.C.1.Su.1)

Specify: \_\_\_\_\_  entry level                      \_\_\_\_\_  technical support positions  
\_\_\_\_\_  advanced level                      \_\_\_\_\_  professional positions  
\_\_\_\_\_  other: \_\_\_\_\_

9.3. Identify advantages and disadvantages of specified occupations in the career cluster related to science (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require extensive training). (CL.C.1.In.1, CL.C.1.Su.1)

9.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster related to science (e.g., problem solving, making careful observations). (CL.C.1.In.1, CL.C.1.Su.1)

9.5. Identify educational and training requirements for jobs within the career cluster related to science (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

**Course Number: 7820010 - Science: 6-8**

**Using Science in Everyday Life**

- 9.6. Demonstrate awareness that scientific study is one way of answering questions and explaining the natural world.
- 9.7. Demonstrate awareness that science and technology have improved many aspects of daily living, including transportation, health, sanitation, and communication.
- 9.8. Demonstrate awareness that changes in scientific knowledge occur as a result of investigation, experimentation, and chance events.
- 9.9. Demonstrate awareness that natural events are predictable and occur in patterns (e.g., tides, seasons of the year, life cycle).
- 9.10. Identify situations in daily life when scientific laws and principles are applied (e.g., laws of force and motion—magnetism, velocity, aerodynamics, gravity).

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academic - Subject Area  
**Course Number:** 7815010  
**Course Title:** Physical Education: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

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

- team sports
- independent sports
- recreational sports
- motor development
- physical fitness

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. 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 post-school 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



## Course Number: 7815010 - Physical Education: 6-8

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.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

**Course Number: 7815010 - Physical Education: 6-8**

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but not master the benchmark listed for each course requirement. 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 Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

**1. Perform physical movement skills at levels consistent with own capabilities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 1.1. Use a variety of basic locomotor movements.  
Specify: \_\_\_  walking                      \_\_\_  running                      \_\_\_  skipping  
                    \_\_\_  hopping                      \_\_\_  sliding                      \_\_\_  other: \_\_\_\_\_
- 1.2. Use a variety of basic non-locomotor skills.  
Specify: \_\_\_  bending                      \_\_\_  twisting                      \_\_\_  stretching  
                    \_\_\_  turning                      \_\_\_  lifting                      \_\_\_  other: \_\_\_\_\_
- 1.3. Use a variety of basic object control skills.  
Specify: \_\_\_  underhand throw                      \_\_\_  overhand throw                      \_\_\_  catch  
                    \_\_\_  kick and strike                      \_\_\_  dribble                      \_\_\_  other: \_\_\_\_\_
- 1.4. Use simple combinations of basic movement skills.  
Specify: \_\_\_  locomotor                      \_\_\_  non-locomotor                      \_\_\_  rhythmical skills  
                    \_\_\_  object control                      \_\_\_  body control                      \_\_\_  other: \_\_\_\_\_
- 1.5. Use control in balance activities on a variety of body parts.  
Specify: \_\_\_  one foot                      \_\_\_  one hand and one foot  
                    \_\_\_  hands and knees                      \_\_\_  other: \_\_\_\_\_
- 1.6. Use control in travel activities on a variety of body parts.  
Specify: \_\_\_  forward travel                      \_\_\_  backward travel  
                    \_\_\_  changing direction                      \_\_\_  changing speed  
                    \_\_\_  other: \_\_\_\_\_
- 1.7. Use smooth transitions between sequential motor skills (e.g., running into a jump).

**Course Number: 7815010 - Physical Education: 6-8**

- 1.8. Use adaptive/assistive devices to perform various motor skills.  
Specify: \_\_\_\_\_  locomotor      \_\_\_\_\_  non-locomotor      \_\_\_\_\_  travel skills  
          \_\_\_\_\_  object control      \_\_\_\_\_  body control      \_\_\_\_\_  other: \_\_\_\_\_
- 1.9. Accept assistance with and participate in performing various motor skills.  
Specify: \_\_\_\_\_  locomotor      \_\_\_\_\_  non-locomotor      \_\_\_\_\_  travel skills  
          \_\_\_\_\_  object control      \_\_\_\_\_  body control      \_\_\_\_\_  other: \_\_\_\_\_
- 1.10. Accept assistance with and participate in using adaptive/assistive devices to perform various motor skills.  
Specify: \_\_\_\_\_  locomotor      \_\_\_\_\_  non-locomotor      \_\_\_\_\_  travel skills  
          \_\_\_\_\_  object control      \_\_\_\_\_  body control      \_\_\_\_\_  other: \_\_\_\_\_

**2. Perform skills in individual and team activities at levels consistent with own capabilities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 2.1. Use basic movement and object control skills for a variety of games, sports, and dances (e.g., basketball chest pass, serving a volleyball, hitting a softball with a bat).
- 2.2. Use object control skills for selected games and sports (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass).
- 2.3. Use proper form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills for selected games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, passing, shooting, and dribbling for soccer).
- 2.4. Use appropriate form in balance activities on a variety of apparatuses (e.g., balance board, balance beam).
- 2.5. Use beginning strategies for net and invasion games (e.g., keep object going with partner using striking pattern, place ball away from opponent in a racket sport, using hand and foot dribble while preventing an opponent from stealing the ball in basketball).
- 2.6. Use adaptive/assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.
- 2.7. Accept assistance with and participate in performing various movement and object control skills for a variety of games, sports, and dances.

**Course Number: 7815010 - Physical Education: 6-8**

- 2.8. Accept assistance with and participate in using adaptive/assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

**3. Perform recreational skills involved in selected physical activities at levels consistent with own capabilities.**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 3.1. Identify physical activities involved in common leisure and recreation activities.

(IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_  indoor team or pairs games—basketball, racquetball, volleyball  
          \_\_\_  outdoor team or pairs games—softball, horseshoes, tennis, golf  
          \_\_\_  exercise programs—aerobics, strength training, jogging  
          \_\_\_  dance, gymnastics  
          \_\_\_  other: \_\_\_\_\_

- 3.2. Identify appropriate times and occasions for physical activities involved in leisure and recreation activities (e.g., swimming, tennis, golf, skating, biking, walking/jogging).

(IF.A.1.In.1, IF.A.1.Su.1)

- 3.3. Use specific knowledge and skills when completing a variety of physical activities involved in leisure and recreation activities (e.g., taking turns, following the rules, keeping track of the scores, keeping track of progress). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_  indoor team or pairs games—basketball, racquetball, volleyball  
          \_\_\_  outdoor team or pairs games—softball, horseshoes, tennis, golf  
          \_\_\_  exercise programs—aerobics, strength training, jogging  
          \_\_\_  dance, gymnastics  
          \_\_\_  other: \_\_\_\_\_

- 3.4. Use adaptive/assistive devices to perform physical activities involved in leisure and recreation activities. (IF.A.1.Su.1)

- 3.5. Accept assistance with and participate in performing various physical activities involved in leisure and recreation activities. (IF.A.1.Pa.1)

**Course Number: 7815010 - Physical Education: 6-8**

**4. Demonstrate understanding of the importance of regular participation in physical activities, fitness activities, and recreation for maintenance of physical well-being.**

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**4.1. Demonstrate understanding of the relationships among the components of physical well-being. (IF.A.1.In.2, IF.A.1.Su.2)**

Specify: \_\_\_  routine medical care, periodic check-ups  
\_\_\_  scheduling time for your personal needs  
\_\_\_  participating in social events  
\_\_\_  getting regular rest and exercise  
\_\_\_  maintaining a diet following the Food Guide Pyramid  
\_\_\_  taking steps to maintain a positive mental attitude  
\_\_\_  other: \_\_\_\_\_

**4.2. Identify activities involved in fitness activities and exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)**

Specify: \_\_\_  selecting appropriate exercise activities for fitness as part of an individual wellness plan  
\_\_\_  performing specific exercises  
\_\_\_  maintaining participation in exercise programs  
\_\_\_  identifying potential problems resulting from exercise programs  
\_\_\_  evaluating the benefits of an exercise program  
\_\_\_  requesting assistance with disability needs when necessary  
\_\_\_  other: \_\_\_\_\_

**4.3. Identify when fitness activities and exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to lower blood sugar; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)**

**Course Number: 7815010 - Physical Education: 6-8**

- 4.4. Use specific knowledge and skills when completing fitness activities or an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  selecting appropriate exercise activities for fitness  
\_\_\_\_\_  performing specific exercises  
\_\_\_\_\_  maintaining participation in exercise programs  
\_\_\_\_\_  identifying potential problems resulting from exercise programs  
\_\_\_\_\_  evaluating the benefits of an exercise program  
\_\_\_\_\_  requesting assistance with disability needs when necessary  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.5. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
- 4.6. Indicate awareness of fitness and exercise activities (e.g., turns to watch exercises and music, reaches for ball). (IF.A.1.Pa.2)  
Specify method: \_\_\_\_\_  touch referent object      \_\_\_\_\_  point to actual object  
\_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  use assistive/augmentative device  
\_\_\_\_\_  verbalize or sign      \_\_\_\_\_  other: \_\_\_\_\_
- 4.7. Accept assistance with and participate in fitness and exercise activities (e.g., moves when dance videos are on or other students are exercising). (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_

**5. Use responsible personal and social behaviors when participating in physical activities.**

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

## Course Number: 7815010 - Physical Education: 6-8

Indicate guidance and support necessary for mastery at supported level:

\_\_\_\_\_ physical prompt      \_\_\_\_\_ verbal prompt      \_\_\_\_\_ visual prompt  
\_\_\_\_\_ assistive technology      \_\_\_\_\_ supervision      \_\_\_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_\_\_ physical assistance     full     partial      \_\_\_\_\_ assistive technology     full     partial

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### Self-Management

- 5.1. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in physical activities (e.g., follows an individual wellness plan, is able to organize equipment, follows through with instructions, completes exercises, works out efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.2. Discriminate between examples and non-examples of behaviors that represent self-management when participating in physical activities (examples—bringing all needed equipment, saying the steps to yourself as you attempt to perform the skill, staying in line when waiting your turn; non-examples—getting in fights over a called strike in baseball, pushing ahead in line to get on an exercise machine). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.3. Identify factors that promote the use of self-management behaviors when participating in physical activities (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 5.4. Identify factors that inhibit self-management when participating in physical activities (e.g., too much emphasis on competition and winning, controlling persons in environment, strict rules regarding choices available). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  self-monitoring      \_\_\_\_\_  self-instruction      \_\_\_\_\_  self-reinforcement  
Specify setting: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 5.5. Demonstrate self-management in various situations when participating in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities
- 5.6. Monitor own use of self-management behaviors in various situations involving physical activities. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities

## Course Number: 7815010 - Physical Education: 6-8

### Cooperation and Teamwork

- 5.7. Identify characteristics of behavior that are cooperative and support team work when engaged in physical activities (e.g., sharing ideas and effort, waiting your turn, sharing equipment, supporting the efforts of others, listening to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.8. Discriminate between examples and non-examples of behaviors that are cooperative and support team work when engaged in physical activities (examples—rotating sets on an exercise machine, practicing catching and throwing a ball with a friend, letting someone else take your place; non-examples—not helping team members get ready, staying on a piece of exercise equipment too long, making negative comments about teammates). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.9. Demonstrate cooperation and team work in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home  
          \_\_\_\_\_  school—in class, extracurricular activities, before and after school  
          \_\_\_\_\_  community—leisure activities
- 5.10. Monitor own cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home  
          \_\_\_\_\_  school—in class, extracurricular activities, before and after school  
          \_\_\_\_\_  community—leisure activities

### Rules and Regulations

- 5.11. Identify the purpose of various types of rules and regulations in games and sports (e.g., penalties, behavioral guidelines, restricted areas, required uniforms and protective equipment, hours of operation). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.12. Discriminate between examples and non-examples of behaviors that are in compliance with rules and regulations in games and sports (examples—following the call of the umpire, wearing protective equipment, abiding by the rules of the game; non-examples—ignoring the call of the umpire, fighting during the game). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.13. Identify factors which indicate that noncompliance with rules and regulations in games and sports should be reported to authorities (e.g., poses danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.14. Demonstrate compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home  
          \_\_\_\_\_  school—in class, extracurricular activities, before and after school  
          \_\_\_\_\_  community—leisure activities



**Course Number: 7815010 - Physical Education: 6-8**

5.15 Monitor own compliance with rules and regulations in various situations in games and sports (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: \_\_\_\_\_  home  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities

**Safety Procedures**

5.16. Identify unsafe or potentially dangerous factors in areas where physical activities are completed (e.g., slippery playing surfaces, not enough light, threat of bad weather). (IF.B.2.In.3, IF.B.2.Su.3)

5.17. Identify situations when first aid might be required when participating in physical activities (e.g., at a swimming pool after someone has almost drowned, after someone has been hit by a ball, after someone slides and gets scraped). (IF.B.2.In.3, IF.B.2.Su.3)

5.18. Identify how to handle specific emergency situations when participating in physical activities (e.g., injury to self or others, bad weather, power outage, fighting among team members). (IF.B.2.In.3, IF.B.2.Su.3)

5.19. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects in hand, call for help in emergencies, wear protective equipment). (IF.B.2.In.3, IF.B.2.Su.3)

5.20. Identify ways to avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.21. Behave in ways that avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walk away, do not provoke them, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.22. Respond to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)

**General Participation**

5.23. Request assistance and participate in fitness and exercise activities. (IF.A.1.Pa.1)

- Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  gesture  
\_\_\_\_\_  look at activity \_\_\_\_\_  verbalize or sign  
\_\_\_\_\_  use assistive/augmentative device \_\_\_\_\_  other: \_\_\_\_\_

5.24. Confirm that desired activity has been selected by accepting assistance and participating (e.g., takes offered ball). (IF.A.1.Pa.1)

- Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  gesture  
\_\_\_\_\_  look at activity \_\_\_\_\_  verbalize or sign  
\_\_\_\_\_  use assistive/augmentative device \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7815010 - Physical Education: 6-8**

- 5.25. Protest non-preferred activities or objects when accepting assistance and participating in physical activities (e.g., frowns when presented with unwanted exercise routine). (IF.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  gesture  
\_\_\_\_\_  look away or move away \_\_\_\_\_  verbalize or sign  
\_\_\_\_\_  use assistive/augmentative device \_\_\_\_\_  other: \_\_\_\_\_
- 5.26. Indicate physical discomfort appropriately through observable behaviors when participating in physical activities (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.2)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  point to actual object  
\_\_\_\_\_  move away \_\_\_\_\_  gesture  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  use assistive/augmentative device  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.27. Accept assistance with and participate in managing own behavior in unstructured settings for physical activities. (IF.B.2.Pa.1)
- 5.28. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.Pa.2)
- 5.29. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., vocalizes loudly when the home team scores, keeps hands to self, does not tear clothing). (IF.B.2.Pa.1)
- 5.30. Participate in selection of appropriate clothing and grooming for physical activities (e.g., points to shirt with team colors for football game, assists with shower before going in pool). (IF.B.2.Pa.1)

**6. Use technology to participate in and gain knowledge about own individual fitness and recreation activities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_\_\_ physical prompt \_\_\_\_\_ verbal prompt \_\_\_\_\_ visual prompt  
\_\_\_\_\_ assistive technology \_\_\_\_\_ supervision \_\_\_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_\_\_ physical assistance  full  partial \_\_\_\_\_ assistive technology  full  partial

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- 6.1. Identify types of technology used in fitness and recreation involving physical activities (e.g., treadmill with computer selections, assistive technology for entering pool, computer-driven competitive rowing machines).
- 6.2. Identify ways to gain knowledge about own progress (e.g., stop watch, wellness planning and tracking software).

**Course Number: 7815010 - Physical Education: 6-8**

- 6.3. Use technology appropriately to participate in fitness routines and recreation activities.
- 6.4. Use adaptive or assistive technology to participate in fitness and recreation activities.
- 6.5. Accept assistance with and participate in using adaptive/assistive technology to participate in fitness and recreation activities.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**  
**SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academic - Subject Area  
**Course Number:** 7813010  
**Course Title:** Music: 6-8

- 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 post-school 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

## Course Number: 7813010 - Music: 6-8

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.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompts—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

**Course Number: 7813010 - Music: 6-8**

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine 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 Sunshine 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.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 1.1. Identify the various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist).
- 1.2. Identify composers of common types of vocal and instrumental music.
- 1.3. Identify types of musical events in local community (e.g., band concerts, folk festivals, musical theatre).

**2. Demonstrate awareness of selected musical instruments.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 2.1. Identify common percussion instruments (e.g., drum, bells, xylophone).
- 2.2. Identify common woodwind instruments (e.g., flute, saxophone, clarinet).
- 2.3. Identify common brass instruments (e.g., trumpet, tuba, trombone).
- 2.4. Identify common string instruments (e.g., guitar, violin, cello).

**Course Number: 7813010 - Music: 6-8**

2.5. Identify other musical instruments present in the student's environment.

**3. Demonstrate skills in vocal music.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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3.1. Sing short musical patterns, partner songs, and rounds.

3.2. Sing on pitch and in rhythm and maintain a steady tempo.

3.3. Sing melodies alone and with others.

3.4. Sing melodic and harmonic parts in a chorus or ensemble.

**4. Demonstrate skills in instrumental music.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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4.1. Perform simple rhythms and melodies on music instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments).

4.2. Perform melodies or parts for an ensemble on a band or orchestra instrument (e.g., woodwind, string, brass, percussion).

**5. Demonstrate awareness of characteristics of music of various cultures.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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5.1. Identify songs and instruments associated with cultures in the local community.

**Course Number: 7813010 - Music: 6-8**

- 5.2. Identify songs and instruments associated with various cultures represented in Florida.
- 5.3. Identify songs and instruments associated with cultures from other parts of the United States and the world.
- 5.4. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

**6. Demonstrate awareness of various types of music (e.g., folk, jazz, choral, orchestra).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 6.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, different kinds of ceremonies and celebrations, lullabies, marches).
- 6.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

**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.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 7.1. Identify general characteristics of the career cluster dealing with music and entertainment (e.g., requires creative expression; opportunities for performance at various levels—local community, urban areas). (CL.C.1.In.1, CL.C.1.Su.1)



**Course Number: 7813010 - Music: 6-8**

- 7.2. Identify characteristics of specific jobs associated with the career cluster dealing with music and entertainment (e.g., vocalist or instrumentalist, member of band or orchestra, technician for sound systems, conductor, composer, instrument repairperson, music salesperson). (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_\_\_  entry level                      \_\_\_\_\_  technical support  
                  \_\_\_\_\_  advanced level                      \_\_\_\_\_  creative support  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 7.3. Identify interests and skills generally needed to fulfill performance requirements for specific music-related jobs (e.g., creative expression, performance skills in selected musical form, ability to use technology).
- 7.4. Identify trends in the local job market for specific music-related jobs (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 7.5. Identify educational and training requirements for music-related jobs (e.g., technical training, degree programs, summer programs). (CL.C.1.In.1, CL.C.1.Su.1)
- 7.6. Identify career advancement opportunities for music-related jobs. (CL.C.1.In.1, CL.C.1.Su.1)
- 7.7. Indicate awareness of music activities (e.g., responds to musical performance, shows interest in music by smiling). (CL.C.1.Pa.1)  
Specify method: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
                                  \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  use assistive/augmentative device  
                                  \_\_\_\_\_  verbalize or sign                      \_\_\_\_\_  other: \_\_\_\_\_
- 7.8. Communicate interest in participating in musical activities (e.g., smiles when asked about working with performer). (CL.C.1.Pa.1)  
Specify method: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
                                  \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  use assistive/augmentative device  
                                  \_\_\_\_\_  verbalize or sign                      \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting    \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 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 for specified purposes—with guidance and support.
- IF.A.2.Pa.1        participate in activities involving the use of community resources and services—with assistance
- Indicate guidance and support necessary for mastery at supported level:  
\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

**Course Number: 7813010 - Music: 6-8**

Indicate assistance necessary for mastery at participatory level:

\_\_\_\_ physical assistance  full  partial      \_\_\_\_ assistive technology  full  partial

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- 8.1. Identify common leisure activities involving music. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_  musical performances—concerts, dance performances  
          \_\_\_\_  musical theatre, opera  
          \_\_\_\_  celebrations—holidays, parades, festivals  
          \_\_\_\_  other: \_\_\_\_\_
- 8.2. Identify appropriate times and occasions for attending activities in the community involving music (e.g., on holidays; for concerts, religious events, or sports events; when a performer is on tour; when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.3. Use specific knowledge and skills when planning and participating in leisure activities in the community involving music (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.4. Use different strategies to plan and participate in leisure activities in the community involving music effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.5. Accept assistance with and participate in a sequence of tasks or activities involving music at school or in the community. (IF.A.2.Pa.1)  
Specify: \_\_\_\_  musical performances—concerts, dance performances, musical theatre  
          \_\_\_\_  celebrations—holidays, parades, festivals  
          \_\_\_\_  camps, extended school day programs, clubs, organizations  
          \_\_\_\_  other: \_\_\_\_\_
- 8.6. Attend events involving music in the community (e.g., concerts in the park, dance). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify location/type of activity: \_\_\_\_\_
- 8.7. Demonstrate appropriate audience behavior and response when participating in leisure activities or tasks involving music. (IF.B.2.In.2, IF.B.2.Su.2)

# Course: 7812030 Access M/J Mathematics 3

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1759.aspx?ct=1>

## BASIC INFORMATION

Course Number:	7812030
Course Title:	Access M/J Mathematics 3
Course Abbreviated Title:	Access M/J Mathematics 3
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(16) Supported(16) Participatory(13)

<a href="#">MA.8.A.1.1:</a>	Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and
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	<p>continuous data.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.1.In.a</a>: Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems.</li> <li>• <a href="#">MA.8.A.1.Su.a</a>: Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers.</li> <li>• <a href="#">MA.8.A.1.Pa.a</a>: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none.</li> <li>• <a href="#">MA.8.A.1.Pa.b</a>: Solve simple problems involving joining or separating sets of objects or pictures to 8.</li> </ul>
<p><a href="#">MA.8.A.1.2:</a></p>	<p>Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.1.In.a</a>: Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems.</li> <li>• <a href="#">MA.8.A.1.Su.a</a>: Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers.</li> <li>• <a href="#">MA.8.A.1.Pa.a</a>: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none.</li> <li>• <a href="#">MA.8.A.1.Pa.b</a>: Solve simple problems involving joining or separating sets of objects or pictures to 8.</li> </ul>
<p><a href="#">MA.8.A.1.3:</a></p>	<p>Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.1.In.b</a>: Identify the relationship between two sets of related data, such as ordered number pairs in a table.</li> <li>• <a href="#">MA.8.A.1.Su.b</a>: Describe the relationship (1 more or 1 less) between two sets of related numbers.</li> <li>• <a href="#">MA.8.A.1.Pa.a</a>: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none.</li> <li>• <a href="#">MA.8.A.1.Pa.b</a>: Solve simple problems involving joining or separating sets of objects or pictures to 8.</li> </ul>
<a href="#">MA.8.A.1.4:</a>	<p>Identify the solution to a system of linear equations using graphs.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.1.In.c</a>: Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using information from physical and visual models, tables, and pictographs.</li> <li>• <a href="#">MA.8.A.1.Su.c</a>: Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables, and pictographs.</li> <li>• <a href="#">MA.8.A.1.Pa.a</a>: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none.</li> <li>• <a href="#">MA.8.A.1.Pa.b</a>: Solve simple problems involving joining or separating sets of objects or pictures to 8.</li> </ul>
<a href="#">MA.8.A.1.5:</a>	<p>Translate among verbal, tabular, graphical, and algebraic representations of linear functions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.1.In.c</a>: Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using information from physical and visual models, tables, and pictographs.</li> <li>• <a href="#">MA.8.A.1.Su.c</a>: Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables,</li> </ul>

	<p>and pictographs.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.1.Pa.c</a>: Distinguish between the position of two objects, such as first and next.</li> <li>• <a href="#">MA.8.A.1.Pa.a</a>: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none.</li> <li>• <a href="#">MA.8.A.1.Pa.b</a>: Solve simple problems involving joining or separating sets of objects or pictures to 8.</li> </ul>
<p><a href="#">MA.8.A.1.6</a>:</p>	<p>Compare the graphs of linear and non-linear functions for real-world situations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.1.In.c</a>: Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using information from physical and visual models, tables, and pictographs.</li> <li>• <a href="#">MA.8.A.1.Su.c</a>: Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables, and pictographs.</li> <li>• <a href="#">MA.8.A.1.Pa.c</a>: Distinguish between the position of two objects, such as first and next.</li> </ul>
<p><a href="#">MA.8.A.4.1</a>:</p>	<p>Solve literal equations for a specified variable.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.4.In.a</a>: Identify the meaning of the variables in stated formulas (literal equations) to solve problems involving area and perimeter.</li> <li>• <a href="#">MA.8.A.4.Su.a</a>: Demonstrate how to determine the total length of all the sides (perimeter) of figures, such as rectangles, to solve problems.</li> <li>• <a href="#">MA.8.A.4.Pa.a</a>: Identify a given quantity to 7 and add 1 more to solve problems.</li> <li>• <a href="#">MA.8.A.4.Pa.b</a>: Identify a given quantity to 8 and take away 1 to solve problems.</li> </ul>

[MA.8.A.4.2:](#)

Solve and graph one- and two-step inequalities in one variable.

**Access Points:**

- [MA.8.A.4.In.b:](#) Translate real-world problem situations into number sentences (equations and inequalities) involving addition, subtraction, and multiplication using visual models, tables, and graphs.
- [MA.8.A.4.Su.b:](#) Translate real-world problem situations into number sentences (equations) involving addition and subtraction of one-digit and two-digit numbers using physical and visual models and tables.
- [MA.8.A.4.Pa.a:](#) Identify a given quantity to 7 and add 1 more to solve problems.
- [MA.8.A.4.Pa.b:](#) Identify a given quantity to 8 and take away 1 to solve problems.

[MA.8.A.6.1:](#)

Use exponents and scientific notation to write large and small numbers and vice versa and to solve problems.

**Access Points:**

- [MA.8.A.6.In.a:](#) Express, represent, and use whole numbers to 1000 in various contexts.
- [MA.8.A.6.Su.a:](#) Express, represent, and use whole numbers to 100 in various contexts.
- [MA.8.A.6.Pa.a:](#) Identify quantity in sets to 8 using objects, pictures, symbols, or number names.

[MA.8.A.6.2:](#)

Make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions.

**Access Points:**

- [MA.8.A.6.In.b:](#) Use a grouping strategy or place value to round whole numbers to 1000 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.
- [MA.8.A.6.Su.b:](#) Use counting, grouping, and place value to identify the value of whole numbers to 100.

	<ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.6.Pa.b</a>: Demonstrate one-to-one correspondence by counting objects or actions to 8.</li> </ul>
<p><a href="#">MA.8.A.6.3</a>:</p>	<p>Simplify real number expressions using the laws of exponents.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.6.In.b</a>: Use a grouping strategy or place value to round whole numbers to 1000 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.</li> <li>• <a href="#">MA.8.A.6.Su.b</a>: Use counting, grouping, and place value to identify the value of whole numbers to 100.</li> <li>• <a href="#">MA.8.A.6.Pa.b</a>: Demonstrate one-to-one correspondence by counting objects or actions to 8.</li> </ul>
<p><a href="#">MA.8.A.6.4</a>:</p>	<p>Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.A.6.In.c</a>: Express, represent, and use fractions—including halves, fourths, thirds, eighths, and sixths—using whole objects or sets, number names, and numerals in various contexts.</li> <li>• <a href="#">MA.8.A.6.In.d</a>: Express, represent, and use percents—including 25%, 50%, 75%, and 100%—and decimals in the context of money.</li> <li>• <a href="#">MA.8.A.6.Su.c</a>: Express, represent, and use fractions—such as halves, fourths, and thirds—using whole objects or sets, pictures, number names, and numerals in various contexts.</li> <li>• <a href="#">MA.8.A.6.Su.d</a>: Identify percents including 50% and 100%.</li> <li>• <a href="#">MA.8.A.6.Pa.c</a>: Recognize half and whole sets of objects to 8.</li> </ul>
<p><a href="#">MA.8.G.2.1</a>:</p>	<p>Use similar triangles to solve problems that include height and distances.</p> <p><b>Access Points:</b></p>



	<ul style="list-style-type: none"> <li>• <a href="#">MA.8.G.2.In.a</a>: Identify triangles that are the same shape but different size (similar) using physical and visual models.</li> <li>• <a href="#">MA.8.G.2.Su.a</a>: Match triangles that are the same shape but different size (similar) using physical models.</li> <li>• <a href="#">MA.8.G.2.Pa.a</a>: Recognize a triangle.</li> </ul>
<a href="#">MA.8.G.2.2:</a>	<p>Classify and determine the measure of angles, including angles created when parallel lines are cut by transversals.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.G.2.In.b</a>: Form intersecting lines and identify the angles as acute, obtuse, or right angles by matching to a model.</li> <li>• <a href="#">MA.8.G.2.Su.b</a>: Identify angles formed by lines that cross (intersecting lines).</li> <li>• <a href="#">MA.8.G.2.Pa.b</a>: Recognize corners and angles in two-dimensional shapes, including rectangles and triangles.</li> </ul>
<a href="#">MA.8.G.2.3:</a>	<p>Demonstrate that the sum of the angles in a triangle is 180-degrees and apply this fact to find unknown measure of angles and the sum of angles in polygons.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.G.2.In.c</a>: Distinguish angles within triangles as acute, obtuse, or right angles using a right angle as a model.</li> <li>• <a href="#">MA.8.G.2.Su.c</a>: Identify the angles within a triangle.</li> <li>• <a href="#">MA.8.G.2.Pa.b</a>: Recognize corners and angles in two-dimensional shapes, including rectangles and triangles.</li> </ul>
<a href="#">MA.8.G.2.4:</a>	<p>Validate and apply Pythagorean Theorem to find distances in real world situations or between points in the coordinate plane.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.8.G.2.In.d</a>: Locate the right angle and the side opposite the right angle (hypotenuse) in a right triangle.</li> <li>• <a href="#">MA.8.G.2.Su.d</a>: Locate the right angle within a right triangle.</li> <li>• <a href="#">MA.8.G.2.Pa.c</a>: Recognize the longest side (hypotenuse) of a right triangle.</li> </ul>

<p><a href="#"><u>MA.8.G.5.1:</u></a></p>	<p>Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.8.G.5.In.a:</u></a> Use tools, such as charts and technology, to convert measures within the same system, including money, length, time, and capacity.</li> <li>• <a href="#"><u>MA.8.G.5.Su.a:</u></a> Use tools, such as charts, to identify standard units of measurement for length, weight, capacity, and time.</li> <li>• <a href="#"><u>MA.8.G.5.Pa.a:</u></a> Recognize tools used for measurement, such as clocks, calendars, and rulers.</li> </ul>
<p><a href="#"><u>MA.8.S.3.1:</u></a></p>	<p>Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.8.S.3.In.a:</u></a> Organize data into categories, identify the labels, and display in bar and simple line graphs.</li> <li>• <a href="#"><u>MA.8.S.3.Su.a:</u></a> Organize data in pictographs and match the labels for categories.</li> <li>• <a href="#"><u>MA.8.S.3.Pa.a:</u></a> Count the objects, pictures, or symbols used in a pictograph or chart and identify a total to 8.</li> </ul>
<p><a href="#"><u>MA.8.S.3.2:</u></a></p>	<p>Determine and describe how changes in data values impact measures of central tendency.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.8.S.3.In.b:</u></a> Determine the largest and smallest numbers in a set of data, the number that occurs most often (mode), and the number in the middle (median) of a set of data with up to 9 numbers.</li> <li>• <a href="#"><u>MA.8.S.3.Su.b:</u></a> Identify the number that occurs most frequently (mode) in a set of data with up to 5 numbers.</li> <li>• <a href="#"><u>MA.8.S.3.Pa.a:</u></a> Count the objects, pictures, or symbols used in a pictograph or chart and identify a total to 8.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (69)

<b>Absolute value:</b>	A number's distance from zero on a number line. Distance is expressed as a positive value.
<b>Angle:</b>	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in radians.
<b>Approximate:</b>	A number or measurement that is close to or near its exact value.
<b>Area:</b>	The number of square units needed to cover a surface.
<b>Benchmark:</b>	A point of reference from which other measurements or values may be made or judged.
<b>Central tendency:</b>	A measure used to describe data (e.g., mean, mode, median).
<b>Congruent:</b>	Figures or objects that are the same shape and size.
<b>Continuous data:</b>	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
<b>Continuous function:</b>	A function with a connected graph. A function $f(x)$ is continuous at $x=a$ if the limit of $f(x)$ as $x$ approaches $a$ exists and is equal to $f(a)$ .
<b>Coordinate plane:</b>	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
<b>Derived units:</b>	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base units by means of mathematical symbols of multiplication and division. (e.g., mph)
<b>Difference:</b>	A number that is the result of subtraction
<b>Dimension:</b>	The number of coordinates used to express a position.
<b>Domain:</b>	The set of values of the independent variable(s) for which a function or relation is defined.
<b>Equality:</b>	A mathematical statement of the equivalence of two quantities.

	Equivalence properties of equality includes reflexive ( $a=a$ ), symmetric (if $a=b$ , then $b=a$ ), and transitive (if $a=b$ and $b=c$ , then $a=c$ ) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
<b>Equation:</b>	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
<b>Estimate:</b>	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
<b>Expression:</b>	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
<b>Formula:</b>	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
<b>Height:</b>	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
<b>Hexagon (wolfram):</b>	Is a six-sided polygon.
<b>Infinite:</b>	Has no end or goes on forever, not finite. A set is infinite if it can be placed in one-to-one correspondence with a proper subset of itself.
<b>Integers:</b>	The numbers in the set $\{\dots-4, -3, -2, -1, 0, 1, 2, 3, 4\dots\}$ .
<b>Interior angle:</b>	An angle formed inside a plane figure.
<b>Irrational number:</b>	A real number that cannot be expressed as a ratio of two integers.
<b>Line:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
<b>Linear equation:</b>	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
<b>Linear function:</b>	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$ ), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$ ) then the graph of the function will be a plane.
<b>Literal equations:</b>	An equation that contains more than one variable; an implicit

	equation; often mathematical formula.
<b>Mean:</b>	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
<b>Median:</b>	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
<b>Mode:</b>	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
<b>Model:</b>	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
<b>Operation:</b>	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
<b>Parallel lines:</b>	Two lines in the same plane that are a constant distance apart. Parallel lines have equal slopes.
<b>Percent:</b>	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
<b>Plot:</b>	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Polygon:</b>	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.

<b>Rate:</b>	A ratio that compares two quantities of different units.
<b>Real number:</b>	The set of all rational and irrational numbers.
<b>Real-world problem:</b>	A problem that is an application of a mathematical concept in a real-life situation.
<b>Representations:</b>	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
<b>Right angle:</b>	An angle whose measure is exactly $90^\circ$ .
<b>Root:</b>	A root of a polynomial is a number $x$ such that $P(x)=0$ . A polynomial of degree $n$ has $n$ complex roots.
<b>Scatter plot:</b>	A graph of paired data in which the data values are plotted as points in $(x, y)$ format.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Simplify:</b>	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
<b>Square:</b>	A rectangle with four congruent sides; also, a rhombus with four right angles.
<b>Sum:</b>	The result of adding numbers or expressions together.
<b>System of linear equations:</b>	Two or more related linear equations that have a common solution (A system of linear equations can have no common solutions, one common solution, or many common solutions).
<b>System of equations:</b>	A group of two or more equations that are related to the same situation and share variables. The solution to a system of equations is an ordered number set that makes all of the equations true.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.
<b>Transversal:</b>	A line that intersects two or more lines at different points.
<b>Triangle:</b>	A polygon with three sides.
<b>Unit:</b>	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.

<b>Variable:</b>	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$ , or a variable might be fixed as in $2x+1=5$ .
<b>Exponent (exponential form):</b>	The number of times the base occurs as a factor, for example $2^3$ is the exponential form of $2 \times 2 \times 2$ . The number two (2) is called the base, and the number three (3) is called the exponent.
<b>Function:</b>	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .
<b>Inequality:</b>	A sentence that states one expression is greater than ( $>$ ), greater than or equal to ( $\geq$ ), less than ( $<$ ), less than or equal to ( $\leq$ ), another expression.
<b>Pythagorean Theorem:</b>	The square of the hypotenuse ( $c$ ) of a right triangle is equal to the sum of the squares of the legs ( $a$ and $b$ ), as shown in the equation $c^2 = a^2 + b^2$ .
<b>Radical:</b>	The symbol $\sqrt{\quad}$ used to indicate a root. The expression $\sqrt[n]{x}$ is therefore read "x radical n" or "the nth root of x." A radical without an index number is understood to be a square root.
<b>Rational Number:</b>	A number that can be expressed as a ratio $a/b$ , where $a$ and $b$ are integers and $b \neq 0$ .
<b>Scientific Notation:</b>	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number that is greater than or equal to one (1) and less than 10 (e.g., $7.59 \times 10^5 = 759,000$ ).
<b>Slope:</b>	The ratio of change in the vertical axis ( $y$ -axis) to each unit change in the horizontal axis ( $x$ -axis) in the form $\text{rise/run}$ or $\Delta y/\Delta x$ . Also the constant, $m$ , in the linear equation for the slope-intercept form $y = mx + b$ , where $b$ is the $y$ -intercept.
<b>Vertex:</b>	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
<b>Volume:</b>	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
<b>Weight:</b>	The force with which a body is attracted to Earth or another celestial

	body, equal to the product of the mass of the object and the acceleration of gravity.
<b>y-axis:</b>	The vertical number line on a rectangular coordinate system



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# Course: 7812020 Access M/J Mathematics 2

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## BASIC INFORMATION

Course Number:	7812020
Course Title:	Access M/J Mathematics 2
Course Abbreviated Title:	Access M/J Mathematics 2
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(18) Supported(18) Participatory(14)

<a href="#">MA.7.A.1.1:</a>	Distinguish between situations that are proportional or not proportional, and use proportions to solve problems.
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	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.1.In.a</a>: Solve real-world problems involving simple ratios, such as 2 to 1 or 1 to 3, using physical models, graphic representations, and charts.</li> <li>• <a href="#">MA.7.A.1.Su.a</a>: Solve real-world problems involving simple ratios, such as 2 to 1, using objects or pictures.</li> <li>• <a href="#">MA.7.A.1.Pa.a</a>: Solve a simple problem involving a 2 to 1 ratio using objects.</li> </ul>
<p><a href="#">MA.7.A.1.2:</a></p>	<p>Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.1.In.b</a>: Identify that a higher percent represents a larger quantity or amount in real-world problems.</li> <li>• <a href="#">MA.7.A.1.Su.b</a>: Identify that percent discounts reduce the price of goods in real-world situations.</li> <li>• <a href="#">MA.7.A.1.Pa.b</a>: Match objects to a model or picture that is a smaller version.</li> </ul>
<p><a href="#">MA.7.A.1.3:</a></p>	<p>Solve problems involving similar figures.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.1.In.c</a>: Measure and describe how various kinds of models compare in size to real-life objects.</li> <li>• <a href="#">MA.7.A.1.Su.c</a>: Compare the size of models to real-life objects using language, such as same, larger, and smaller.</li> <li>• <a href="#">MA.7.A.1.Pa.b</a>: Match objects to a model or picture that is a smaller version.</li> </ul>
<p><a href="#">MA.7.A.1.4:</a></p>	<p>Graph proportional relationships and identify the unit rate as the slope of the related linear function.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.1.In.c</a>: Measure and describe how various kinds of models compare in size to real-life objects.</li> <li>• <a href="#">MA.7.A.1.Su.c</a>: Compare the size of models to real-life</li> </ul>

	<p>objects using language, such as same, larger, and smaller.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.1.Pa.b</a>: Match objects to a model or picture that is a smaller version.</li> </ul>
<p><a href="#">MA.7.A.1.5</a>:</p>	<p>Distinguish direct variation from other relationships, including inverse variation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.1.In.c</a>: Measure and describe how various kinds of models compare in size to real-life objects.</li> <li>• <a href="#">MA.7.A.1.Su.c</a>: Compare the size of models to real-life objects using language, such as same, larger, and smaller.</li> <li>• <a href="#">MA.7.A.1.Pa.b</a>: Match objects to a model or picture that is a smaller version.</li> </ul>
<p><a href="#">MA.7.A.1.6</a>:</p>	<p>Apply proportionality to measurement in multiple contexts, including scale drawings and constant speed.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.1.In.c</a>: Measure and describe how various kinds of models compare in size to real-life objects.</li> <li>• <a href="#">MA.7.A.1.Su.c</a>: Compare the size of models to real-life objects using language, such as same, larger, and smaller.</li> <li>• <a href="#">MA.7.A.1.Pa.b</a>: Match objects to a model or picture that is a smaller version.</li> </ul>
<p><a href="#">MA.7.A.3.1</a>:</p>	<p>Use and justify the rules for adding, subtracting, multiplying, dividing, and finding the absolute value of integers.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.3.In.a</a>: Solve number sentences (equations) involving addition and subtraction of numbers to 500 .</li> <li>• <a href="#">MA.7.A.3.In.b</a>: Solve number sentences involving multiplication and division facts.</li> <li>• <a href="#">MA.7.A.3.Su.a</a>: Add and subtract one-digit and two-digit number sentences (equations).</li> <li>• <a href="#">MA.7.A.3.Su.b</a>: Solve problems that involve combining (multiplying) or separating (dividing) equal sets with</li> </ul>

	<p>quantities to 50 using objects and pictures with numerals.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.3.Pa.a</a>: Solve simple problems involving joining or separating sets of objects to 7.</li> </ul>
<p><a href="#">MA.7.A.3.2</a>:</p>	<p>Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.3.In.a</a>: Solve number sentences (equations) involving addition and subtraction of numbers to 500 .</li> <li>• <a href="#">MA.7.A.3.In.b</a>: Solve number sentences involving multiplication and division facts.</li> <li>• <a href="#">MA.7.A.3.Su.a</a>: Add and subtract one-digit and two-digit number sentences (equations).</li> <li>• <a href="#">MA.7.A.3.Su.b</a>: Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 50 using objects and pictures with numerals.</li> <li>• <a href="#">MA.7.A.3.Pa.a</a>: Solve simple problems involving joining or separating sets of objects to 7.</li> </ul>
<p><a href="#">MA.7.A.3.3</a>:</p>	<p>Formulate and use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.3.In.c</a>: Translate real-world problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers using a problem solving strategy.</li> <li>• <a href="#">MA.7.A.3.Su.c</a>: Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit and two-digit numbers.</li> <li>• <a href="#">MA.7.A.3.Pa.b</a>: Solve simple problems involving small quantities using language, such as more, less, same, larger, smaller, and none.</li> </ul>
<p><a href="#">MA.7.A.3.4</a>:</p>	<p>Use the properties of equality to represent an equation in a different</p>

	<p>way and to show that two equations are equivalent in a given context.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.3.In.d</a>: Use the property of equality as a strategy to solve real-world problems.</li> <li>• <a href="#">MA.7.A.3.Su.d</a>: Use physical models to solve simple problems to demonstrate the concept of equality.</li> <li>• <a href="#">MA.7.A.3.Pa.b</a>: Solve simple problems involving small quantities using language, such as more, less, same, larger, smaller, and none.</li> </ul>
<p><a href="#">MA.7.A.5.1:</a></p>	<p>Express rational numbers as terminating or repeating decimals.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.5.In.a</a>: Express, represent, and use percents, including 50% and 100%, and decimals in the context of money to \$5.00 or more.</li> <li>• <a href="#">MA.7.A.5.Su.a</a>: Identify the value of money to \$1.00 written as a decimal.</li> <li>• <a href="#">MA.7.A.5.Pa.a</a>: Express and use quantities 1 to 7 using objects, pictures, symbols, or number names.</li> </ul>
<p><a href="#">MA.7.A.5.2:</a></p>	<p>Solve non-routine problems by working backwards.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.A.5.In.b</a>: Solve problems using a grouping strategy or place value to round whole numbers to 500 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy.</li> <li>• <a href="#">MA.7.A.5.Su.b</a>: Solve problems by counting and grouping to create sets of tens and ones to identify the value of whole numbers to 100.</li> <li>• <a href="#">MA.7.A.5.Pa.b</a>: Solve problems by joining or separating sets of objects or pictures with quantities to 7.</li> </ul>
<p><a href="#">MA.7.G.2.1:</a></p>	<p>Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.G.2.In.a</a>: Identify properties of three-dimensional figures, including pyramid, prism, or cylinder.</li> <li>• <a href="#">MA.7.G.2.Su.a</a>: Identify three-dimensional figures, including cone, pyramid, prism, and cylinder.</li> <li>• <a href="#">MA.7.G.2.Pa.a</a>: Recognize common three-dimensional figures, such as sphere, cube, cylinder, or cone.</li> </ul>
<p><a href="#">MA.7.G.2.2:</a></p>	<p>Use formulas to find surface areas and volume of three-dimensional composite shapes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.G.2.In.b</a>: Use stated formulas to solve for perimeter and area of rectangles.</li> <li>• <a href="#">MA.7.G.2.Su.b</a>: Add lengths of sides of rectangles to determine the distance around (perimeter) and find the area using square units.</li> <li>• <a href="#">MA.7.G.2.Pa.b</a>: Match common three-dimensional figures that are the same size.</li> </ul>
<p><a href="#">MA.7.G.4.1:</a></p>	<p>Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures, and apply these relationships to solve problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.G.4.In.a</a>: Identify the effects of changes in the lengths of sides of rectangles on the perimeter and area using physical and visual models.</li> <li>• <a href="#">MA.7.G.4.Su.a</a>: Recognize that changes in the lengths of sides of rectangles will make the figure or object smaller or larger.</li> <li>• <a href="#">MA.7.G.4.Pa.a</a>: Match two- and three-dimensional objects with the same shape but different size.</li> </ul>
<p><a href="#">MA.7.G.4.2:</a></p>	<p>Predict the results of transformations, and draw transformed figures with and without the coordinate plane.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.G.4.In.b</a>: Identify examples of slides (translations),</li> </ul>

	<p>turns (rotations), and flips (reflections) of geometric figures using pictures and objects.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.G.4.Su.b</a>: Match identical (congruent) geometric figures in different positions, including flips (reflections) and turns (rotations).</li> <li>• <a href="#">MA.7.G.4.Pa.b</a>: Recognize objects that have been turned (rotated).</li> </ul>
<p><a href="#">MA.7.G.4.3</a>:</p>	<p>Identify and plot ordered pairs in all four quadrants of the coordinate plane.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.G.4.In.c</a>: Identify common uses of a coordinate plane, such as a map or line graph.</li> <li>• <a href="#">MA.7.G.4.Su.c</a>: Recognize a common use of a coordinate plane, such as a map.</li> <li>• <a href="#">MA.7.G.4.Pa.c</a>: Solve problems using directional or positional language, such as up, down, left, right, and next to.</li> </ul>
<p><a href="#">MA.7.G.4.4</a>:</p>	<p>Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.G.4.In.d</a>: Use tools, such as charts and technology, to convert measures of capacity including cups, pints, quarts, and gallons.</li> <li>• <a href="#">MA.7.G.4.Su.d</a>: Use tools, such as a chart, to identify the number of cups in a pint and quart to convert measures of capacity.</li> <li>• <a href="#">MA.7.G.4.Pa.d</a>: Identify similarities and differences in features of objects, such as shape and size.</li> </ul>
<p><a href="#">MA.7.P.7.1</a>:</p>	<p>Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.P.7.In.a</a>: Predict the likely outcome of a simple</li> </ul>

	<p>experiment and conduct the experiment to determine if prediction was correct.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.P.7.Su.a</a>: Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct.</li> <li>• <a href="#">MA.7.P.7.Pa.a</a>: Recognize a common cause-effect relationship.</li> </ul>
<p><a href="#">MA.7.P.7.2:</a></p>	<p>Determine, compare, and make predictions based on experimental or theoretical probability of independent or dependent events,</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.P.7.In.a</a>: Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct.</li> <li>• <a href="#">MA.7.P.7.Su.a</a>: Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct.</li> <li>• <a href="#">MA.7.P.7.Pa.a</a>: Recognize a common cause-effect relationship.</li> </ul>
<p><a href="#">MA.7.S.6.1:</a></p>	<p>Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.S.6.In.a</a>: Use data from a part of a group (sample) to make predictions regarding the whole group.</li> <li>• <a href="#">MA.7.S.6.Su.a</a>: Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount.</li> <li>• <a href="#">MA.7.S.6.Pa.a</a>: Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.</li> </ul>
<p><a href="#">MA.7.S.6.2:</a></p>	<p>Construct and analyze histograms, stem-and-leaf plots, and circle graphs.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.S.6.In.b</a>: Use bar graphs to display data and describe</li> </ul>



	<p>the meaning of the data.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.7.S.6.Su.b</a>: Use pictographs to display data in labeled categories and identify the number in each category.</li> <li>• <a href="#">MA.7.S.6.Pa.a</a>: Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.</li> </ul>
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### RELATED GLOSSARY TERM DEFINITIONS (83)



<b>Absolute value:</b>	A number's distance from zero on a number line. Distance is expressed as a positive value.
<b>Area:</b>	The number of square units needed to cover a surface.
<b>Benchmark:</b>	A point of reference from which other measurements or values may be made or judged.
<b>Circle graph:</b>	A data display that divides a circle into regions representing a portion to the total set of data. The circle represents the whole set of data.
<b>Circumference:</b>	The distance around a circle.
<b>Coefficient:</b>	The number that multiplies the variable(s) in an algebraic expression (e.g., $4xy$ ). If no number is specified, the coefficient is 1.
<b>Cone:</b>	A pyramid with a circular base.
<b>Congruent:</b>	Figures or objects that are the same shape and size.
<b>Constant:</b>	Any value that does not change.
<b>Coordinate plane:</b>	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
<b>Cylinder:</b>	A three-dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
<b>Dependent events:</b>	Two events are dependent if the outcome of one event affects the probability that the other event will occur.


<b>Derived units:</b>	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base units by means of mathematical symbols of multiplication and division. (e.g., mph)
<b>Diameter:</b>	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
<b>Dilation:</b>	Dilation of a figure is a transformation where the points of the figure is transformed from $(x,y)$ to $(kx,ky)$ . The scale factor $k$ is a positive real number. If $k$ is bigger than 1, the transformation is an enlargement. If $k$ is between 0 and 1, then it is a contraction.
<b>Dimension:</b>	The number of coordinates used to express a position.
<b>Direct variation:</b>	The relation between two quantities whose ratio remains constant. If $x$ is directly proportional to $y$ , the equation is of the form $x = ky$ , where $k$ is a constant.
<b>Discount:</b>	An amount that is subtracted from the regular price of an item.
<b>Equal:</b>	Having the same value (=).
<b>Equation:</b>	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
<b>Equivalent:</b>	Having the same value.
<b>Event:</b>	A set of possible outcomes.
<b>Expression:</b>	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
<b>Factor:</b>	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
<b>Formula:</b>	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
<b>Histogram:</b>	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
<b>Integers:</b>	The numbers in the set $\{\dots-4, -3, -2, -1, 0, 1, 2, 3, 4\dots\}$ .
<b>Inverse variation:</b>	A relationship between two variables, $x$ and $y$ , that can be expressed as $xy = k$ , where $k$ is the constant of variation. When one variable increases

	the other decreases in proportion.
<b>Length:</b>	A one-dimensional measure that is the measurable property of line segments.
<b>Linear equation:</b>	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
<b>Linear function:</b>	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$ ), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$ ) then the graph of the function will be a plane.
<b>Mean:</b>	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
<b>Median:</b>	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
<b>Mode:</b>	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
<b>Model:</b>	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
<b>Multiples:</b>	The numbers that result from multiplying a given whole number by the set of whole numbers.
<b>Non-routine problem:</b>	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).
<b>Operation:</b>	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
<b>Ordered pair:</b>	The location of a single point on a rectangular coordinate system where the first and second values represent the position relative to

	the x-axis and y-axis, respectively.
<b>Outcome:</b>	A possible result of an experiment.
<b>Pattern:</b>	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
<b>Percent:</b>	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
<b>Perimeter:</b>	The distance around a two dimensional figure.
<b>Plot:</b>	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Prism:</b>	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.
<b>Probability:</b>	A measure of the likelihood that a given event will occur; expressed as a ratio of one event occurring (favorable outcomes) to the number of equally likely possible outcomes (sample space). Probability is expressed on a linear scale from 0 (impossibility) to 1 (certainty), also expressed as a percentage between 0 and 100%. Experimental probability of an event A is the ratio of the number of times the event A occurs to the total number of trials or times the activity is performed. Theoretical probability of an event A is the ratio of the number of outcomes in event A to the number of outcomes in the sample space.
<b>Properties of Equality:</b>	1) A balanced equation will remain balanced if you add, subtract, multiply or divide both sides by the same number. 2) A quantity equal to another quantity can be substituted for it. Reflexive property: $a=a$ Symmetric property: If $a=b$ then $b=a$ . Transitive property: If $a=b$ and $b=c$ then $a=c$ .
<b>Proportion:</b>	A mathematical sentence stating that two ratios are equal.

<b>Proportional:</b>	Having the same or a constant ratio. Two quantities that have the same ratio are considered directly proportional. Two quantities whose products are always the same are considered inversely proportional.
<b>Pyramid:</b>	A three-dimensional figure whose base is a polygon and whose faces are triangles with a common vertex.
<b>Quadrant:</b>	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
<b>Radius:</b>	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
<b>Rate:</b>	A ratio that compares two quantities of different units.
<b>Rectangle:</b>	A parallelogram with four right angles.
<b>Reflection:</b>	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.
<b>Relation:</b>	A relation from A to B is any subset of the cross product (Cartesian product) of A and B.
<b>Representations:</b>	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
<b>Rotation:</b>	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
<b>Rule:</b>	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: $y=5t - 3$ Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
<b>Scale:</b>	The numeric values, set at fixed intervals, assigned to the axes of a graph.

<b>Scale factor:</b>	The ratio of any two corresponding lengths in two similar geometric figures. The ratio of areas of two similar figures is the square of the scale factor and the ratio of the volumes of two similar figures is the cube of the scale factor.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Side:</b>	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
<b>Similar figures:</b>	Figures that are the same shape, have corresponding, congruent angle's and have corresponding sides that are proportional in length.
<b>Slide:</b>	A translation, where every point of a figure is moved in the same direction and by the same distance.
<b>Stem-and-leaf plot:</b>	A graph that organizes data by place value to compare data frequencies.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.
<b>Transformation:</b>	An operation on a figure by which another image is created. Common transformations include reflections (flips), translations (slides), rotations (turns) and dilations.
<b>Triangle:</b>	A polygon with three sides.
<b>Unit:</b>	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
<b>Circle:</b>	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
<b>Exponent (exponential form):</b>	The number of times the base occurs as a factor, for example $2^3$ is the exponential form of $2 \times 2 \times 2$ . The number two (2) is called the base, and the number three (3) is called the exponent.
<b>Fraction:</b>	A rational number expressed in the form $\frac{a}{b}$ , where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
<b>Function:</b>	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation $f$ such that every $a$  A is uniquely associated with an object $F(a)$  B.

<b>Pi:</b>	The symbol designating the ratio of the circumference of a circle to its diameter. It is an irrational number with common approximations of either 3.14 or $\frac{22}{7}$ .
<b>Ratio:</b>	The comparison of two quantities, the ratio of a and b is a:b or a to b or $\frac{a}{b}$ , where $b \neq 0$ .
<b>Rational Number:</b>	A number that can be expressed as a ratio $\frac{a}{b}$ , where a and b are integers and $b \neq 0$ .
<b>Slope:</b>	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or $\frac{\Delta y}{\Delta x}$ . Also the constant, $m$ , in the linear equation for the slope-intercept form $y = mx + b$ , where 
<b>Vertex:</b>	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
<b>Volume:</b>	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
<b>Whole Number:</b>	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$
<b>Width:</b>	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).



# Course: 7812015 Access M/J Mathematics 1

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1757.aspx?ct=1>

## BASIC INFORMATION

Course Number:	7812015
Course Title:	Access M/J Mathematics 1
Course Abbreviated Title:	Access M/J Mathematics 1
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(18) Supported(20) Participatory(15)

<a href="#">MA.6.A.1.1:</a>	Explain and justify procedures for multiplying and dividing fractions and decimals.
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	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.1.In.a</a>: Express and represent fractions, including halves, fourths, thirds, and eighths, using number names and numerals.</li> <li>• <a href="#">MA.6.A.1.Su.a</a>: Express, represent, and use fractions, including halves, fourths, and thirds, as parts of a whole and as parts of a set, using number names.</li> <li>• <a href="#">MA.6.A.1.Pa.a</a>: Recognize part (half) of sets of objects to 4.</li> </ul>
<p><a href="#">MA.6.A.1.2:</a></p>	<p>Multiply and divide fractions and decimals efficiently.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.1.In.b</a>: Identify multiplication as repeated addition of equal groups and multiply one-digit numbers using physical and visual models with numerals.</li> <li>• <a href="#">MA.6.A.1.In.c</a>: Identify division as repeated subtraction of equal groups and divide one-digit numbers using physical and visual models with numerals.</li> <li>• <a href="#">MA.6.A.1.Su.b</a>: Combine (multiply) equal sets with quantities to 30 using objects and pictures with numerals.</li> <li>• <a href="#">MA.6.A.1.Su.c</a>: Use counting and grouping to separate (divide) quantities to 30 into sets with the same number using objects or pictures.</li> <li>• <a href="#">MA.6.A.1.Pa.a</a>: Recognize part (half) of sets of objects to 4.</li> </ul>
<p><a href="#">MA.6.A.1.3:</a></p>	<p>Solve real-world problems involving multiplication and division of fractions and decimals.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.1.In.c</a>: Identify division as repeated subtraction of equal groups and divide one-digit numbers using physical and visual models with numerals.</li> <li>• <a href="#">MA.6.A.1.Su.d</a>: Solve real-world problems involving fractions, including halves, fourths, and thirds using real objects or physical models.</li> <li>• <a href="#">MA.6.A.1.Pa.b</a>: Solve simple problems involving joining and separating parts of a set or parts of a whole.</li> </ul>

<p><a href="#"><u>MA.6.A.2.1:</u></a></p>	<p>Use reasoning about multiplication and division to solve ratio and rate problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.6.A.2.In.a:</u></a> Identify the meaning of common uses of ratio, such as equivalent fractions and mixtures.</li> <li>• <a href="#"><u>MA.6.A.2.Su.a:</u></a> Recognize the meaning of a simple ratio, such as 2 to 1.</li> <li>• <a href="#"><u>MA.6.A.2.Pa.a:</u></a> Recognize differences in quantity in two sets of objects to 6.</li> </ul>
<p><a href="#"><u>MA.6.A.2.2:</u></a></p>	<p>Interpret and compare ratios and rates.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.6.A.2.In.b:</u></a> Identify two meanings of rate: a measure of speed, including miles per hour and words per minute; and a measure of cost, including price per gallon and cost per pound.</li> <li>• <a href="#"><u>MA.6.A.2.Su.b:</u></a> Identify one meaning of rate, including how fast something moves or happens.</li> <li>• <a href="#"><u>MA.6.A.2.Pa.b:</u></a> Recognize changes in rates of movement (fast and slow).</li> </ul>
<p><a href="#"><u>MA.6.A.3.1:</u></a></p>	<p>Write and evaluate mathematical expressions that correspond to given situations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.6.A.3.In.a:</u></a> Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with two-digit numbers.</li> <li>• <a href="#"><u>MA.6.A.3.Su.a:</u></a> Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit numbers.</li> <li>• <a href="#"><u>MA.6.A.3.Pa.a:</u></a> Solve simple problems involving small quantities using language, such as more, less, same, and none.</li> </ul>
<p><a href="#"><u>MA.6.A.3.2:</u></a></p>	<p>Write, solve, and graph one- and two- step linear equations and</p>

	<p>inequalities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.3.In.b</a>: Use models and diagrams to solve problems with inequalities, including the <math>&gt;</math> and <math>&lt;</math> signs.</li> <li>• <a href="#">MA.6.A.3.Su.b</a>: Use physical models and diagrams to solve problems with inequalities, including the terms more than and less than.</li> <li>• <a href="#">MA.6.A.3.Pa.a</a>: Solve simple problems involving small quantities using language, such as more, less, same, and none.</li> </ul>
<p><a href="#">MA.6.A.3.3:</a></p>	<p>Work backward with two-step function rules to undo expressions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.3.In.c</a>: Identify function rules with addition and subtraction of one-digit numbers represented in number pairs, such as +5, -4 or +3.</li> <li>• <a href="#">MA.6.A.3.Su.c</a>: Identify function rules of 1 more and 1 less represented in number pairs, such as 5 is 1 more than 4 and 3 is 1 less than 4.</li> <li>• <a href="#">MA.6.A.3.Pa.b</a>: Identify quantity in sets of objects to 6 and add 1 more.</li> </ul>
<p><a href="#">MA.6.A.3.4:</a></p>	<p>Solve problems given a formula.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.3.In.e</a>: Solve addition and subtraction number sentences (equations) using information from physical models, diagrams, and tables.</li> <li>• <a href="#">MA.6.A.3.Su.d</a>: Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit numbers.</li> <li>• <a href="#">MA.6.A.3.Pa.b</a>: Identify quantity in sets of objects to 6 and add 1 more.</li> </ul>
<p><a href="#">MA.6.A.3.5:</a></p>	<p>Apply the Commutative, Associative, and Distributive Properties to</p>

	<p>show that two expressions are equivalent.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.3.In.d</a>: Use the Commutative and Associative Properties of addition to show that two number sentences (equations) are equal.</li> <li>• <a href="#">MA.6.A.3.Su.e</a>: Use the Commutative Property of addition to show that two number sentences represented by physical and visual models are equal.</li> <li>• <a href="#">MA.6.A.3.Pa.c</a>: Determine if the quantity in two sets of objects to 6 is the same or different.</li> </ul>
<p><a href="#">MA.6.A.3.6:</a></p>	<p>Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.3.In.e</a>: Solve addition and subtraction number sentences (equations) using information from physical models, diagrams, and tables.</li> <li>• <a href="#">MA.6.A.3.Su.d</a>: Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit numbers.</li> <li>• <a href="#">MA.6.A.3.Pa.d</a>: Determine if the quantity in two sets of objects to 6 is the same or different.</li> <li>• <a href="#">MA.6.A.3.Pa.a</a>: Solve simple problems involving small quantities using language, such as more, less, same, and none.</li> </ul>
<p><a href="#">MA.6.A.5.1:</a></p>	<p>Use equivalent forms of fractions, decimals, and percents to solve problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.5.In.a</a>: Express, represent, and use whole numbers to 200 in various contexts.</li> <li>• <a href="#">MA.6.A.5.In.b</a>: Identify the value of money to \$2.00 expressed as a decimal.</li> <li>• <a href="#">MA.6.A.5.Su.a</a>: Express, represent, and use whole numbers</li> </ul>

	<p>to 50 using objects, pictures, number names, and numerals, in various contexts.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.5.Su.b</a>: Identify the value of coins to \$.50 expressed as a decimal.</li> <li>• <a href="#">MA.6.A.5.Pa.a</a>: Match two or more objects to identical objects to 6 using one-to-one correspondence.</li> </ul>
<p><a href="#">MA.6.A.5.2</a>:</p>	<p>Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.5.In.c</a>: Compare fractional parts of the same size objects or sets, including halves, fourths, thirds, and eighths.</li> <li>• <a href="#">MA.6.A.5.Su.c</a>: Compare and order whole numbers to 50 using objects, pictures, number names, and numerals.</li> <li>• <a href="#">MA.6.A.5.Pa.b</a>: Compare the size of parts of objects to the whole to determine which is the largest or smallest.</li> </ul>
<p><a href="#">MA.6.A.5.3</a>:</p>	<p>Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.A.5.In.e</a>: Use a grouping strategy or place value to round to the nearest ten to determine a reasonable estimate in problem situations involving whole numbers to 100, and check for accuracy.</li> <li>• <a href="#">MA.6.A.5.Su.d</a>: Solve real-world problems involving addition and subtraction with sums to 50 using strategies such as representing and grouping objects or tallies.</li> <li>• <a href="#">MA.6.A.5.Su.e</a>: Apply the concepts of counting and grouping to identify the value of whole numbers to 50.</li> <li>• <a href="#">MA.6.A.5.Pa.c</a>: Solve simple problems involving joining or separating sets of objects to 6.</li> </ul>
<p><a href="#">MA.6.G.4.1</a>:</p>	<p>Understand the concept of Pi, know common estimates of Pi (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.G.4.In.a</a>: Compare the distance around the outside of circles (circumference) and areas using physical or visual models.</li> <li>• <a href="#">MA.6.G.4.Su.a</a>: Identify the distance around the outside of circles (circumference) and compare areas of circles using physical models.</li> <li>• <a href="#">MA.6.G.4.Pa.a</a>: Recognize the outside (circumference) and inside (area) of a circle.</li> </ul>
<p><a href="#">MA.6.G.4.2:</a></p>	<p>Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.G.4.In.b</a>: Measure the distance around all sides (perimeter) of polygons, such as squares, triangles, rectangles, and hexagons and compare the areas using physical or visual models.</li> <li>• <a href="#">MA.6.G.4.Su.b</a>: Measure the lengths of sides of rectangles and triangles and compare the areas of rectangular and square shapes using physical models.</li> <li>• <a href="#">MA.6.G.4.Pa.b</a>: Recognize the outside (perimeter) and inside (area) of rectangles and triangles.</li> </ul>
<p><a href="#">MA.6.G.4.3:</a></p>	<p>Determine a missing dimension of a plane figure or prism given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.G.4.In.b</a>: Measure the distance around all sides (perimeter) of polygons, such as squares, triangles, rectangles, and hexagons and compare the areas using physical or visual models.</li> <li>• <a href="#">MA.6.G.4.In.c</a>: Measure capacity using cups, pints, quarts, and gallons.</li> <li>• <a href="#">MA.6.G.4.Su.c</a>: Measure capacity using cups.</li> <li>• <a href="#">MA.6.G.4.Su.b</a>: Measure the lengths of sides of rectangles and triangles and compare the areas of rectangular and</li> </ul>

	<p>square shapes using physical models.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.G.4.Pa.b</a>: Recognize the outside (perimeter) and inside (area) of rectangles and triangles.</li> </ul>
<p><a href="#">MA.6.S.6.1</a>:</p>	<p>Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.S.6.In.a</a>: Identify the categories with the largest and smallest numbers represented on a bar graph.</li> <li>• <a href="#">MA.6.S.6.Su.a</a>: Identify the category with the largest number in a pictograph representing real-world situations.</li> <li>• <a href="#">MA.6.S.6.Pa.a</a>: Identify the largest set of objects, pictures, or symbols to 6 representing data in an object graph or pictograph.</li> </ul>
<p><a href="#">MA.6.S.6.2</a>:</p>	<p>Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.6.S.6.In.a</a>: Identify the categories with the largest and smallest numbers represented on a bar graph.</li> <li>• <a href="#">MA.6.S.6.Su.a</a>: Identify the category with the largest number in a pictograph representing real-world situations.</li> <li>• <a href="#">MA.6.S.6.Pa.b</a>: Identify the largest set of objects, pictures, or symbols to 6 representing data in an object graph or pictograph.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (64)

<p><b>Algorithm:</b></p>	<p>An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that</p>
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	the procedure terminate at some point.
<b>Approximate:</b>	A number or measurement that is close to or near its exact value.
<b>Area:</b>	The number of square units needed to cover a surface.
<b>Categorical Data:</b>	Types of data which may be divided into groups. Examples of categorical variables are sex, age group, and educational level.
<b>Central tendency:</b>	A measure used to describe data (e.g., mean, mode, median).
<b>Chart:</b>	A data display that presents information in columns and rows.
<b>Circumference:</b>	The distance around a circle.
<b>Coordinate plane:</b>	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
<b>Denominator:</b>	The number $b$ in a fraction $a/b$ . If the fraction is representing a part-whole relationship, denominator is the number of equally-sized parts that make the whole or the complete set.
<b>Depth:</b>	The depth of a box is the horizontal distance from front to back.
<b>Diameter:</b>	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
<b>Dimension:</b>	The number of coordinates used to express a position.
<b>Distributive property:</b>	Multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products. [e.g., $x(a + b) = ax + bx$ ].
<b>Equal:</b>	Having the same value (=).
<b>Equation:</b>	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
<b>Equivalent:</b>	Having the same value.
<b>Estimate:</b>	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
<b>Estimation:</b>	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
<b>Expression:</b>	A mathematical phrase that contains variables, functions, numbers,



	and/or operations. An expression does not contain equal or inequality signs.
<b>Formula:</b>	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
<b>Frequency table:</b>	A table that shows how often each item, number, or range of numbers occurs in a set of data.
<b>Height:</b>	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
<b>Integers:</b>	The numbers in the set {...-4, -3, -2, -1, 0, 1, 2, 3, 4...}.
<b>Length:</b>	A one-dimensional measure that is the measurable property of line segments.
<b>Line:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
<b>Linear equation:</b>	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
<b>Linear function:</b>	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$ ), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$ ) then the graph of the function will be a plane.
<b>Literal equations:</b>	An equation that contains more than one variable; an implicit equation; often mathematical formula.
<b>Mean:</b>	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
<b>Median:</b>	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
<b>Mode:</b>	The most frequent value(s) of a set of data. A data set may have

	more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
<b>Model:</b>	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
<b>Number line:</b>	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
<b>Numerator:</b>	The number $a$ in a fraction $a/b$ . If the fraction is representing a part-whole relationship, then the numerator tells how many equal parts of the whole are being considered.
<b>Operation:</b>	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
<b>Outlier:</b>	An outlier is a data point that lies outside the overall pattern of a distribution. An outlier is usually a point which falls more than 1.5 times the interquartile range above the third quartile or below the first quartile. Outliers can also be identified on a scatter plot.
<b>Parallelogram:</b>	A quadrilateral in which both pairs of opposite sides are parallel.
<b>Pattern:</b>	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
<b>Percent:</b>	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
<b>Perimeter:</b>	The distance around a two dimensional figure.
<b>Plane figure:</b>	A two-dimensional figure that lies entirely within a single plane.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Prism:</b>	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.

<b>Procedure:</b>	A specific prescription for carrying out a mathematical task such as adding, multiplying, simplifying, and factoring.
<b>Quadrant:</b>	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
<b>Quotient:</b>	The result of dividing two numbers.
<b>Rate:</b>	A ratio that compares two quantities of different units.
<b>Rectangular prism:</b>	A six-sided polyhedron with congruent rectangular parallel bases, joined by faces that are parallelograms.
<b>Relation:</b>	A relation from A to B is any subset of the cross product (Cartesian product) of A and B.
<b>Representations:</b>	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
<b>Rule:</b>	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: $y=5t - 3$ Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Square:</b>	A rectangle with four congruent sides; also, a rhombus with four right angles.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.
<b>Two-dimensional figure:</b>	A figure having length and width.
<b>Variable:</b>	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$ , or a variable might be fixed as in $2x+1=5$ .

<b>Circle:</b>	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
<b>Fraction:</b>	A rational number expressed in the form $\frac{a}{b}$ , where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
<b>Function:</b>	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .
<b>Number Sentence:</b>	A mathematical sentence that includes numbers, operation symbols, and a greater than or less than symbol or an equal sign. Note: $10 + 1 = 11 \times 2 = 22$ is continuing the number string with violating the equality because $10+1 \neq 22$ . Therefore, it is not an acceptable representation for an equation or for showing computation with number sentences.
<b>Pi:</b>	The symbol designating the ratio of the circumference of a circle to its diameter. It is an irrational number with common approximations of either 3.14 or $\frac{22}{7}$ .
<b>Ratio:</b>	The comparison of two quantities, the ratio of a and b is a:b or a to b or $\frac{a}{b}$ , where $b \neq 0$ .
<b>Volume:</b>	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
<b>Weight:</b>	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.



**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7812010  
**Course Title:** Mathematics: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

- number systems, including whole numbers, fractions, and decimals
- number operations and computation
- measurement concepts in length, weight, volume, time, and money
- geometric concepts
- algebraic concepts, including problem solving
- probability and chance
- use of calculators

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.

- 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, but not replicate, many of the requirements for Grades 6-8 mathematics in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Mathematics, Grades 6-8.

## Course Number: 7812010 - Mathematics: 6-8

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

**Course Number: 7812010 - Mathematics: 6-8**

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.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine 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 Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of number systems and concepts including whole numbers, fractions, and decimals.**

CL.B.3.In.2 identify mathematical concepts and processes to solve problems.

CL.B.3.Su.2 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Numbers**

- 1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.2. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_ ☐ to 10    \_\_\_\_\_ ☐ to 100    \_\_\_\_\_ ☐ to 1000    \_\_\_\_\_ ☐ to 10,000  
                  \_\_\_\_\_ ☐ to 100,000
- 1.3. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_ ☐ to 10    \_\_\_\_\_ ☐ to 100    \_\_\_\_\_ ☐ to 1000

**Course Number: 7812010 - Mathematics: 6-8**

- 1.4. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  by 2s    \_\_\_\_\_  by 5s    \_\_\_\_\_  by 10s    \_\_\_\_\_  by 100s
- 1.5. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to 10    \_\_\_\_\_  to 100    \_\_\_\_\_  to 1000    \_\_\_\_\_  to 10,000  
          \_\_\_\_\_  to 100,000
- 1.6. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to 10    \_\_\_\_\_  to 100    \_\_\_\_\_  to 1000    \_\_\_\_\_  to 10,000  
          \_\_\_\_\_  to 100,000
- 1.7. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  first, middle, last    \_\_\_\_\_  to 5th    \_\_\_\_\_  to 10th  
          \_\_\_\_\_  to 100th
- 1.8. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: 0-n \_\_\_\_\_
- 1.9. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify range: 0-n \_\_\_\_\_
- 1.10. Identify the meaning of number words when completing functional tasks (e.g., reading a newsletter, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: 0-n \_\_\_\_\_
- 1.11. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: first-nth \_\_\_\_\_



**Course Number: 7812010 - Mathematics: 6-8**

**Place Value**

- 1.12. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers: \_\_\_\_\_  1s      \_\_\_\_\_  10s      \_\_\_\_\_  100s  
   \_\_\_\_\_  1000s      \_\_\_\_\_  10,000s      \_\_\_\_\_  100,000s

Specify decimals:      \_\_\_\_\_  tenths      \_\_\_\_\_  hundredths      \_\_\_\_\_  thousandths

- 1.13. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers: \_\_\_\_\_  1s      \_\_\_\_\_  10s      \_\_\_\_\_  100s  
   \_\_\_\_\_  1000s      \_\_\_\_\_  10,000s      \_\_\_\_\_  100,000s

Specify decimals:      \_\_\_\_\_  tenths      \_\_\_\_\_  hundredths      \_\_\_\_\_  thousandths

**Fractions/Decimals/Percents**

- 1.14. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring  $\frac{1}{3}$  cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  halves      \_\_\_\_\_  thirds      \_\_\_\_\_  fourths      \_\_\_\_\_  fifths  
                 \_\_\_\_\_  sixths      \_\_\_\_\_  eighths      \_\_\_\_\_  tenths      \_\_\_\_\_  twelfths  
                 \_\_\_\_\_  other: \_\_\_\_\_

- 1.15. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)

- 1.16. Identify the decimal equivalent of a percent (e.g.,  $98\% = .98$ ,  $32\% = .32$ ) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, finding 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

- 1.17. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_   $\frac{1}{2} = 50\%$       \_\_\_\_\_   $\frac{1}{4} = 25\%$       \_\_\_\_\_   $\frac{3}{4} = 75\%$   
                 \_\_\_\_\_   $\frac{1}{3} = 33\%$       \_\_\_\_\_   $\frac{2}{3} = 67\%$       \_\_\_\_\_  other: \_\_\_\_\_

- 1.18. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n \_\_\_\_\_

- 1.19. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.2.In.1, CL.B.2.Su.1)

**Course Number: 7812010 - Mathematics: 6-8**

- 1.20. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.21. Write numerals with fractions when completing functional tasks (e.g., writing a recipe, making a building plan). (CL.B.2.In.1, CL.B.2.Su.1)

**2. Use estimation in problem solving and computation.**

- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> physical prompt      | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision   | <input type="checkbox"/> other: _____  |
- 

- 2.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed for gas to fill a gas tank, estimating the hourly rate of automobile speed). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year, estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right-sized bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how much fruit must be purchased, estimating weight of food when dieting, estimating weight that can be lifted when working out). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7812010 - Mathematics: 6-8**

**3. Add and subtract whole numbers, decimals, and fractions to solve problems related to real world situations.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Addition**

3.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)

3.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

3.3. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_  single digit                      \_\_\_  multiple digits  
          \_\_\_  decimals                      \_\_\_  fractions, mixed numbers  
          \_\_\_  without regrouping                      \_\_\_  with regrouping  
Specify method: \_\_\_  mentally                      \_\_\_  uses a table or chart  
                          \_\_\_  uses counters or tallies                      \_\_\_  uses an abacus  
                          \_\_\_  uses a calculator                      \_\_\_  other: \_\_\_\_\_

3.4. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_  single digit                      \_\_\_  multiple digits  
          \_\_\_  without regrouping                      \_\_\_  with regrouping  
Specify method: \_\_\_  mentally                      \_\_\_  uses a table or chart  
                          \_\_\_  uses counters or tallies                      \_\_\_  uses an abacus  
                          \_\_\_  uses a calculator                      \_\_\_  other: \_\_\_\_\_

3.5. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_  single digit                      \_\_\_  multiple digits  
          \_\_\_  without regrouping                      \_\_\_  with regrouping  
Specify method: \_\_\_  mentally                      \_\_\_  uses a table or chart  
                          \_\_\_  uses counters or tallies                      \_\_\_  uses an abacus  
                          \_\_\_  uses a calculator                      \_\_\_  other: \_\_\_\_\_



**Course Number: 7812010 - Mathematics: 6-8**

**4. Multiply and divide whole numbers, decimals, and fractions to solve problems related to real world situations.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Multiplication**

4.1. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

4.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

4.3. Multiply numbers accurately to accomplish a functional task. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_  single digit                      \_\_\_  multiple digits  
          \_\_\_  decimals                                      \_\_\_  fractions, mixed numbers  
          \_\_\_  without regrouping                      \_\_\_  with regrouping  
Specify method: \_\_\_  uses counters or tallies                      \_\_\_  uses an abacus  
                          \_\_\_  uses a calculator                      \_\_\_  other: \_\_\_\_\_

4.4. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_  single digit                      \_\_\_  multiple digits  
          \_\_\_  without regrouping                      \_\_\_  with regrouping  
Specify method: \_\_\_  mentally                      \_\_\_  uses a table or chart  
                          \_\_\_  uses counters or tallies                      \_\_\_  uses an abacus  
                          \_\_\_  uses a calculator                      \_\_\_  other: \_\_\_\_\_

4.5. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating cost of tax, determining amount of tax on an item, determining amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)

4.6. Multiply numbers with fractions to accomplish functional tasks (e.g., determining amount of discount from a sale, calculating how many square yards for new carpet, determining overtime if salary equals time and a half). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_  like denominators                      \_\_\_  unlike denominators  
          \_\_\_  mixed numbers



**Course Number: 7812010 - Mathematics: 6-8**

**5. Demonstrate functional knowledge of ratio, proportion, and percent (e.g., simple interest, composition of liquids, size of objects).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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- 5.1. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.2. Identify situations in daily living when percent is used (e.g., calculating grades, sales prices and interest; charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.3. Solve problems with numbers expressed as percents to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 5.4. Identify the meaning of the concept of ratio (e.g., relation in number or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.5. Identify situations in daily living when ratio is used (e.g., mixing cleaning solutions). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.6. Solve problems involving ratios to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 5.7. Identify the meaning of the concept of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.8. Identify situations in daily living when proportion is used (e.g., scale drawings used in interior design). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.9. Solve problems involving proportions to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7812010 - Mathematics: 6-8**

**6. Use measurement concepts involving length, weight, and volume to solve problems related to real world situations.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Linear Measurement**

6.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_  inches                      \_\_\_  feet                      \_\_\_  yards                      \_\_\_  miles  
                    \_\_\_  centimeters                      \_\_\_  meters                      \_\_\_  other: \_\_\_\_\_

6.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  linear—in., ft., yd., mi., cm., m.                      \_\_\_  area—sq. ft., sq. yd., sq. mi.  
                    \_\_\_  other: \_\_\_\_\_

6.3. Identify the most appropriate tools and equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_  ruler                      \_\_\_  tape measure                      \_\_\_  yard stick  
                    \_\_\_  other: \_\_\_\_\_

6.4. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_  ruler                      \_\_\_  tape measure                      \_\_\_  yard stick  
                    \_\_\_  other: \_\_\_\_\_

6.5. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_  12 inches = 1 foot                      \_\_\_  3 feet = 1 yard  
                    \_\_\_  36 inches = 1 yard                      \_\_\_  other: \_\_\_\_\_



**Course Number: 7812010 - Mathematics: 6-8**

- 6.6. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  no conversion                      \_\_\_\_\_  conversion

**Volume/Capacity**

- 6.7. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  cup            \_\_\_\_\_  pint            \_\_\_\_\_  quart            \_\_\_\_\_  gallon  
          \_\_\_\_\_  liter            \_\_\_\_\_  teaspoon            \_\_\_\_\_  tablespoon  
          \_\_\_\_\_  other: \_\_\_\_\_

- 6.8. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  volume—c., tsp., tbs., gal., l.            \_\_\_\_\_  other: \_\_\_\_\_

- 6.9. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  measuring cups and spoons            \_\_\_\_\_  containers marked by volume  
          \_\_\_\_\_  other: \_\_\_\_\_

- 6.10. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  cup            \_\_\_\_\_  pint            \_\_\_\_\_  quart            \_\_\_\_\_  gallon  
          \_\_\_\_\_  liter            \_\_\_\_\_  teaspoon            \_\_\_\_\_  tablespoon  
          \_\_\_\_\_  other: \_\_\_\_\_

- 6.11. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many tablespoons it takes to fill 1/4 cup, determining how many pint jars are needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  3 teaspoons = 1 tablespoon            \_\_\_\_\_  4 cups = 1 quart  
          \_\_\_\_\_  4 quarts = 1 gallon            \_\_\_\_\_  other: \_\_\_\_\_

- 6.12. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a one-liter bottle of soda, getting the right size of can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  no conversion            \_\_\_\_\_  conversion

**Course Number: 7812010 - Mathematics: 6-8**

**Weight**

- 6.13. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, weighing chemicals in science class, buying produce at a store). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  ounce      \_\_\_\_\_  pound      \_\_\_\_\_  ton  
          \_\_\_\_\_  gram      \_\_\_\_\_  kilogram  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.14. Identify abbreviations for weight measurement units when completing functional tasks (e.g., filling out a weight chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  weight—oz., lb., g., kg.      \_\_\_\_\_  other: \_\_\_\_\_
- 6.15. Identify the most appropriate tools and equipment to measure weight to complete functional tasks (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  bathroom scales      \_\_\_\_\_  postal scales      \_\_\_\_\_  produce scales  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.16. Measure weight accurately using the appropriate tool when completing functional tasks (e.g., weighing yourself, weighing the tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  bathroom scales      \_\_\_\_\_  postal scales      \_\_\_\_\_  produce scales  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.17. Identify equivalents for units of weight when completing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  16 ounces = 1 pound      \_\_\_\_\_  2000 pounds = 1 ton  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.18. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa are needed to make hot chocolate). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  no conversion      \_\_\_\_\_  conversion

**7. Use measurement concepts involving time, temperature, and money to solve problems related to real world situations.**

CL.B.3.In.2      apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2      apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

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## Course Number: 7812010 - Mathematics: 6-8

### Time

- 7.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  seconds, minutes, hours    \_\_\_\_\_  days, weeks, months, years  
          \_\_\_\_\_  seasons of the year        \_\_\_\_\_  now, later, future, past  
          \_\_\_\_\_  today, tomorrow        \_\_\_\_\_  other: \_\_\_\_\_
- 7.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  time—min., hr., wk., mo., yr., Tues., Dec.  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.3. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how many hours to allow for a 90-minute activity). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  60 seconds = 1 minute    \_\_\_\_\_  60 minutes = 1 hour  
          \_\_\_\_\_  24 hours = 1 day        \_\_\_\_\_  7 days = 1 week  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.4. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, estimating time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify type of clock: \_\_\_\_\_  analog        \_\_\_\_\_  digital  
Specify interval: \_\_\_\_\_  hour/half hour    \_\_\_\_\_  minutes
- 7.5. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.6. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  conversion        \_\_\_\_\_  no conversion
- 7.7. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  conversion        \_\_\_\_\_  no conversion

### Temperature

- 7.8. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from a country that uses the metric system, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  degrees Fahrenheit    \_\_\_\_\_  degrees Celsius

**Course Number: 7812010 - Mathematics: 6-8**

- 7.9. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  freezing and boiling points of water      \_\_\_\_\_  normal body temperature  
          \_\_\_\_\_  comfortable room temperature      \_\_\_\_\_  other: \_\_\_\_\_
- 7.10. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)
- 7.11. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  thermometers—weather, oral, cooking  
          \_\_\_\_\_  thermostat—furnace, car, motor  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.12. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  thermometer—weather, oral, cooking  
          \_\_\_\_\_  thermostat—furnace, car, motor  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.13. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

**Money**

- 7.14. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00  
          \_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_
- 7.15. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a \$2.00 item, paying for the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00  
          \_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_
- 7.16. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.17. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting a hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00  
          \_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7812010 - Mathematics: 6-8**

- 7.18. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00  
          \_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_
- 7.19. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.20. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.21. Calculate correct change to accomplish functional tasks (e.g., making sales of items, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$10.00  
          \_\_\_\_\_  to \$20.00      \_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_
- 7.22. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.23. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.24. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)

**8. Demonstrate functional knowledge of basic concepts of geometry and spatial relationships related to activities of daily living (e.g., use of two- and three-dimensional shapes, changes in shapes and forms, relationship among objects in space).**

CL.B.3.In.2      apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2      apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 8.1. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  square      \_\_\_\_\_  rectangle      \_\_\_\_\_  triangle      \_\_\_\_\_  circle

**Course Number: 7812010 - Mathematics: 6-8**

- 8.2. Identify three-dimensional shapes to accomplish functional tasks (e.g., selecting a tube for packaging a poster for shipping, making a cone for frosting a cake). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  cube    \_\_\_\_\_  sphere    \_\_\_\_\_  cylinder    \_\_\_\_\_  cone
- 8.3. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.4. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, hanging a bulletin board, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.5. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing parallel lines on a paper to write a letter, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.6. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)
- 8.7. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

**9. Apply functional algebraic problem-solving strategies in real world situations (e.g., classification schemes, formulas, patterns, graphs).**

- CL.B.3.In.2    apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.2    apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.4.In.1    identify problems and examine alternative solutions.
- CL.B.4.In.2    implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1    identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2    implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Algebraic Thinking**

- 9.1. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of a flight of stairs). (CL.B.3.In.1, CL.B.3.Su.1)

## Course Number: 7812010 - Mathematics: 6-8

- 9.2. Apply a pattern or relationship to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., doubling a recipe doubles all ingredients). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.3. Identify the variables and operations expressed in an equation by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill  $\times$  15%; centering a picture—length/2; calculating unit costs—price is 3 lbs./\$1). (CL.B.3.In.1, CL.B.3.Su.1)
- 9.4. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determine the area of a room— $l \times w$ ; to determine the overdue book fine—days  $\times$  fine each day; to determine amount of time it will take to travel to a different city—distance divided by rate = time). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.5. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel—given the distance and time— $r = d/t$ ; calculating salary—given hourly wage and hours worked—wage  $\times$  hours = salary). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.6. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

## Solving Mathematical Problems

- 9.7. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
- Specify:  determine nature of the problem  
 select correct technique  
 make reasonable estimate of results  
 apply operation or procedures to obtain result  
 check results for accuracy  
 explain results  
 other: \_\_\_\_\_
- 9.8. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)
- 9.9. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.2, CL.B.4.Su.2)
- Specify:  drawing pictures or diagrams       using concrete objects  
 paraphrasing       using models  
 other: \_\_\_\_\_

**Course Number: 7812010 - Mathematics: 6-8**

**10. Demonstrate awareness of concepts of probability and chance in activities of daily living (e.g., predict likelihood, use drawings to display possible outcomes, identify patterns in objects or events).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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10.1. Identify the meaning of basic concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.3.Su.1)

10.2. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win; in a playoff series for a championship). (CL.B.3.In.1, CL.B.3.Su.1)

10.3. Make a reasonable prediction of the likelihood of a simple event occurring (e.g., chance of meeting the President, likelihood of your football team winning the next game). (CL.B.3.In.2, CL.B.3.Su.2)

10.4. Determine the odds for and the odds against a given situation (e.g., raining on a particular day, winning the lottery). (CL.B.3.In.2, CL.B.3.Su.2)

**11. Interpret graphs, tables, and other types of data displays to solve problems related to daily living.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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11.1. Identify functional situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)

11.2. Identify the meaning of measures of central tendency to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_  mean (average)—estimating the average cost of school supplies  
          \_\_\_  mode (most frequent)—determining when a restaurant has the most customers



**Course Number: 7812010 - Mathematics: 6-8**

- 11.3. Solve problems using measures of central tendency to accomplish functional tasks (e.g., determining the most frequent exam scores, determining the average number of customers for a paper route). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.4. Identify the meaning of information that is displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  charts                      \_\_\_\_\_  graphs                      \_\_\_\_\_  tables  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 11.5. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

**12. Use calculators and other electronic tools to assist with computation.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 12.1. Identify the most appropriate electronic tool to use in solving selected mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.C.2.In.2, CL.C.2.Su.2)
- 12.2. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.C.2.In.2, CL.C.2.Su.2)
- 12.3. Demonstrate skills needed to use a calculator correctly. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  turning on and off  
                  \_\_\_\_\_  entering a number  
                  \_\_\_\_\_  entering a function—add, subtract, multiply, divide  
                  \_\_\_\_\_  getting a total  
                  \_\_\_\_\_  using percent  
                  \_\_\_\_\_  clearing the display  
                  \_\_\_\_\_  correcting a mistake  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 12.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.C.2.In.2, CL.C.2.Su.2)

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**  
**SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7810030  
**Course Title:** Communications: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to participate effectively at school, in the home, and in the community. Emphasis will be placed on the practical application of communication skills as they relate to functional tasks of personal life.

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

- responding to auditory stimulation
- using oral language appropriate to various life situations
- using augmentative communication systems
- interpreting gestures, cues, and body language

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 post-school 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

## Course Number: 7810030 - Communications: 6-8

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.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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.

This course may be used with students who require the assistance of communication systems including signing, communication boards, and other adaptive equipment. Course requirements should be modified as appropriate.



**Course Number: 7810030 - Communications: 6-8**

**Objects, Areas, and Tasks**

- 1.3. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, repairing a dripping faucet).

(CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush  
\_\_\_\_\_  cooking—kitchen, stove, measuring cups, pots, pans  
\_\_\_\_\_  laundry—washer, dryer, detergent, bleach, stain remover  
\_\_\_\_\_  yard work—lawn, rake, lawnmower, shovel, hose  
\_\_\_\_\_  home repair—garage, workshop, hammer, wrench, drill, plunger  
\_\_\_\_\_  other: \_\_\_\_\_

- 1.4. Identify objects, areas, and tasks for workplace activities (e.g., answering the phone, copying information, changing oil, changing a tire, taking an order at the dry cleaner, setting up a work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  office—fax machine, copy machine, calculator, envelopes, stamps, desk  
\_\_\_\_\_  food service—trays, drink machine, sugar caddies, refrigerator  
\_\_\_\_\_  general—time card, locker, mailbox, files, uniform  
\_\_\_\_\_  maintenance—broom, wastebasket, cleaning supplies  
\_\_\_\_\_  other: \_\_\_\_\_

- 1.5. Identify objects, areas, and tasks for school activities (e.g., class assignments, homework assignments, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  classroom—desks, chalkboard, reference books, computers  
\_\_\_\_\_  cafeteria—trays, drink containers, waste baskets  
\_\_\_\_\_  school-wide facilities—media center, guidance, office, gymnasium, all-purpose room, bus  
\_\_\_\_\_  lab or workshop—equipment, tools, scales, sink, supplies  
\_\_\_\_\_  personal—folder, locker, textbook, workbook  
\_\_\_\_\_  other: \_\_\_\_\_

- 1.6. Identify objects, areas, and tasks for productive activities in the community (e.g., mailing a letter, picking up a snack, shopping for groceries). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  banking      \_\_\_\_\_  shopping      \_\_\_\_\_  using the post office  
\_\_\_\_\_  eating out      \_\_\_\_\_  using the library      \_\_\_\_\_  other: \_\_\_\_\_

- 1.7. Identify objects, areas, and tasks for leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  indoor games      \_\_\_\_\_  crafts/hobbies      \_\_\_\_\_  outdoor activities  
\_\_\_\_\_  sports      \_\_\_\_\_  entertainment      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810030 - Communications: 6-8**

**Pictures**

- 1.8. Identify pictures of personal care objects in books, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  hygiene products and equipment      \_\_\_\_\_  exercise equipment and areas  
          \_\_\_\_\_  dressing items and storage areas      \_\_\_\_\_  other: \_\_\_\_\_
- 1.9. Identify pictures of household objects in books, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  furniture      \_\_\_\_\_  appliances      \_\_\_\_\_  interior design  
          \_\_\_\_\_  supplies      \_\_\_\_\_  entertainment      \_\_\_\_\_  other: \_\_\_\_\_
- 1.10. Identify pictures of objects in the community in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  buildings      \_\_\_\_\_  signs  
          \_\_\_\_\_  landmarks      \_\_\_\_\_  other: \_\_\_\_\_
- 1.11. Identify pictures in textbooks, reference materials, magazines, and newspapers used in school assignments and homework or on field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.2, CL.B.1.Su.2)

**Words**

- 1.12. Identify the meaning of frequently used words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  common expressions  
          \_\_\_\_\_  opposite concepts  
          \_\_\_\_\_  temporal concepts  
          \_\_\_\_\_  simple categories  
          \_\_\_\_\_  directional concepts  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.13. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.14. Identify the meaning of common prefixes, suffixes, and endings. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.15. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, project, supplies). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.16. Identify the meaning of vocabulary when completing academic tasks (e.g., addition, punctuation, sequential order). (CL.B.1.In.2, CL.B.1.Su.2)

**Course Number: 7810030 - Communications: 6-8**

1.17. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for school, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  personal hygiene—brush, floss, shower, deodorant  
\_\_\_\_\_  finances—balance checkbook, budget  
\_\_\_\_\_  caring for clothes—wash, dry clean  
\_\_\_\_\_  purchasing items—discount, sale, tax, charge  
\_\_\_\_\_  other: \_\_\_\_\_

1.18. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, balance  
\_\_\_\_\_  library—library card, check out, due date, late charge  
\_\_\_\_\_  post office—letter, stamp, express mail, package  
\_\_\_\_\_  businesses—stores, services, clerk, customer, cashier  
\_\_\_\_\_  volunteer service—organization, responsibilities, schedule  
\_\_\_\_\_  other: \_\_\_\_\_

1.19. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  indoor games      \_\_\_\_\_  outdoor activities      \_\_\_\_\_  sports  
\_\_\_\_\_  entertainment      \_\_\_\_\_  hobbies      \_\_\_\_\_  events  
\_\_\_\_\_  other: \_\_\_\_\_

1.20. Identify the meaning of vocabulary related to workplace activities (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  work hours—starting time, break, time card  
\_\_\_\_\_  dress code—uniform, grooming  
\_\_\_\_\_  locations—reception areas, parking, restrooms  
\_\_\_\_\_  equipment—storage, maintenance, repairs, supplies  
\_\_\_\_\_  other: \_\_\_\_\_

**Signs and Symbols**

1.21. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: \_\_\_\_\_  cooking      \_\_\_\_\_  laundry      \_\_\_\_\_  cleaning  
\_\_\_\_\_  plumbing      \_\_\_\_\_  yard care      \_\_\_\_\_  heating and cooling  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810030 - Communications: 6-8**

- 1.22. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  exit and entrance signs    \_\_\_\_\_  restroom signs  
          \_\_\_\_\_  elevator signs                            \_\_\_\_\_  other: \_\_\_\_\_
- 1.23. Identify the meaning of words and symbols in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  order here                            \_\_\_\_\_  cashier  
          \_\_\_\_\_  no food or drink allowed            \_\_\_\_\_  no smoking  
          \_\_\_\_\_  name of business                        \_\_\_\_\_  hours of operation  
          \_\_\_\_\_  no talking                                    \_\_\_\_\_  other: \_\_\_\_\_
- 1.24. Accept assistance with and participate in the recognition and use of information when engaged in daily activities. (CL.B.1.Pa. 1)  
Specify type:    \_\_\_\_\_  verbal    \_\_\_\_\_  signs    \_\_\_\_\_  symbols    \_\_\_\_\_  pictures  
                  \_\_\_\_\_  objects    \_\_\_\_\_  actions    \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community

**Categories of Information**

- 1.25. Locate information alphabetically (e.g., matching the first letter of a name in a simple phone directory). (CL.B.1.In.3)
- 1.26. Locate an item by category when completing functional tasks (e.g., selecting the right section of the store to find shampoo). (CL.B.1.In.3)
- 1.27. Organize information by date when completing functional tasks (e.g., making a scrap book depicting events during the school year). (CL.B.1.In.3)

**2. Demonstrate expressive language skills.**

- CL.B.2.In.1    prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2    express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1    prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2    express oral, written, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.Pa.1    participate in expressing information in daily routines—with assistance.



## Course Number: 7810030 - Communications: 6-8

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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### Expressing Ideas and Information

- 2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.2. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, talking in the halls of a hospital). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  tone of voice                      \_\_\_  pitch  
             \_\_\_  fluency (rate and rhythm)                      \_\_\_  loudness  
             \_\_\_  duration                      \_\_\_  other: \_\_\_\_\_
- 2.3. Use appropriate language to express ideas and feelings clearly in various situations (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify all that apply: \_\_\_  opinion                      \_\_\_  fact                      \_\_\_  affection  
                                 \_\_\_  anger                      \_\_\_  sadness                      \_\_\_  happiness  
Specify setting:                      \_\_\_  home                      \_\_\_  school                      \_\_\_  community
- 2.4. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_  school task—how to look up a reference, how to dress for physical education  
             \_\_\_  personal task—how to use the microwave, how to find a location  
             \_\_\_  leisure task—how to pack for vacation, how to take care of a pet  
             \_\_\_  other: \_\_\_\_\_
- 2.5. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  home                      \_\_\_  school                      \_\_\_  community
- 2.6. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.1.In.2, CL.B.1.Su.1)  
Specify: \_\_\_  home                      \_\_\_  school                      \_\_\_  community
- 2.7. Structure communication by sequential events to complete functional tasks (e.g., tell about a vacation, tell a story, give directions). (CL.B.2.In.2, CL.B.2.Su.2)

**Course Number: 7810030 - Communications: 6-8**

- 2.8. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class, make a presentation). (CL.B.2.In.2, CL.B.2.Su.2)
- 2.9. Structure communications using logical order to express information to accomplish functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  easy to difficult \_\_\_\_\_  general to specific  
\_\_\_\_\_  least important to most important \_\_\_\_\_  specific to general  
\_\_\_\_\_  most important to least important \_\_\_\_\_  cause and effect  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.10. Accept assistance with and participate in expressing information in daily routines. (CL.B.2.Pa.1)  
Specify information: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community

**Expressing Needs and Desires**

- 2.11. Use appropriate language to express desires effectively in various situations (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  requests \_\_\_\_\_  refusals \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 2.12. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CL.B.2.In.2, CL.B.2. Su.2)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 2.13. Use appropriate language to express the need for assistance in emergencies (e.g., alert others, describe emergency). (CL.B.2.In.2, CL.B.2. Su.2)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 2.14. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 2.15. Convey desires and needs effectively to familiar persons (e.g., ask for a drink of water when thirsty; indicate preference for desired person, object, or action; request item from service person). (CL.B.2.Pa.1)  
Specify: \_\_\_\_\_  touch referent object \_\_\_\_\_  point to actual object  
\_\_\_\_\_  vocalize or gesture \_\_\_\_\_  verbalize or sign  
\_\_\_\_\_  use assistive/augmentative device \_\_\_\_\_  body movement  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810030 - Communications: 6-8**

2.16. Request help or assistance. (CL.B.2.Pa.1)

Specify: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
                  \_\_\_\_\_  vocalize or gesture                                      \_\_\_\_\_  verbalize or sign  
                  \_\_\_\_\_  use assistive/augmentative device                      \_\_\_\_\_  body movement  
                  \_\_\_\_\_  other: \_\_\_\_\_

2.17. Request termination of activities (e.g., ask to stop swinging on swing). (CL.B.2.Pa.1)

Specify: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
                  \_\_\_\_\_  vocalize or gesture                                      \_\_\_\_\_  verbalize or sign  
                  \_\_\_\_\_  use assistive/augmentative device                      \_\_\_\_\_  body movement  
                  \_\_\_\_\_  other: \_\_\_\_\_

**3. Demonstrate communication skills necessary for social interaction and community survival.**

SE.A.2.In.1      interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1      interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1      interact acceptably with others within the course of social, vocational, and community living—with assistance.

CO.A.1.In.1      initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1      initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1      participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Using Interpersonal Communication Skills**

3.1. Identify characteristics of communication that promote positive relationships with others (e.g., using words others understand, using polite language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

3.2. Demonstrate characteristics of communication that promote positive relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Course Number: 7810030 - Communications: 6-8**

- 3.3. Use appropriate greetings when meeting other persons in various situations (e.g., formal—“Hello.” informal—“Hi!” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.4. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.5. Accept assistance with and participate in greeting others. (SE. A.1.Pa.1)  
Specify: \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  point to person  
              \_\_\_\_\_  use assistive/augmentative device                      \_\_\_\_\_  verbalize or sign  
              \_\_\_\_\_  body movement                      \_\_\_\_\_  other: \_\_\_\_\_  
Specify person: \_\_\_\_\_  family member                      \_\_\_\_\_  familiar peer  
                                  \_\_\_\_\_  familiar adult                      \_\_\_\_\_  unfamiliar peer  
                                  \_\_\_\_\_  unfamiliar adult                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.6. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, your future, finances, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs/school, current events). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  with family                      \_\_\_\_\_  with friends  
              \_\_\_\_\_  with other familiar persons                      \_\_\_\_\_  with unfamiliar persons
- 3.7. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.8. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  initiating topics                      \_\_\_\_\_  maintaining topics  
              \_\_\_\_\_  taking turns                      \_\_\_\_\_  ending a conversation  
              \_\_\_\_\_  repairing communication breakdowns  
              \_\_\_\_\_  showing sensitivity to cultural differences  
              \_\_\_\_\_  other: \_\_\_\_\_
- 3.9. Accept assistance with and engage in conversation with others. (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  point to person  
              \_\_\_\_\_  use assistive/augmentative device                      \_\_\_\_\_  verbalize or sign  
              \_\_\_\_\_  body movement                      \_\_\_\_\_  other: \_\_\_\_\_  
Specify person: \_\_\_\_\_  family member                      \_\_\_\_\_  familiar peer  
                                  \_\_\_\_\_  familiar adult                      \_\_\_\_\_  unfamiliar peer  
                                  \_\_\_\_\_  unfamiliar adult                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810030 - Communications: 6-8**

- 3.10. Identify differences in communication skills needed for formal and informal situations (e.g., formal—using proper names, using a formal greeting and closing, maintaining eye contact with speaker; informal—using first names, using slang or casual terminology, using informal greeting and closing, not requiring constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.11. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.12. Demonstrate steps for introducing self to others in various situations (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.13. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.14. Demonstrate communications and behaviors that compliment others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Initiating Communication**

- 3.15. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify signal and situation: \_\_\_\_\_
- 3.16. Use acceptable words or phrases to gain attention and begin communication with others in various situations (e.g., “Hello, I’m . . . .” “I want to say something.” “I’d like to talk with you.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.17. Alert peers or others to desire for interaction. (SE.A.1.Pa.1)  
Specify: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
                  \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  verbalize or sign  
                  \_\_\_\_\_  use assistive/augmentative device                      \_\_\_\_\_  body movement  
                  \_\_\_\_\_  other: \_\_\_\_\_

**Responding to Communication**

- 3.18. Respond appropriately to actions and expressions of emotion of others in various situations (e.g., use “I” statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Course Number: 7810030 - Communications: 6-8**

- 3.19. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.20. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the object/action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.21. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.22. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.23. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response). (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  with family                      \_\_\_\_\_  with friends  
                    \_\_\_\_\_  with other familiar persons                      \_\_\_\_\_  with unfamiliar persons
- 3.24. Change body tone or produce body movement in response to one or more stimuli. (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  turn head                      \_\_\_\_\_  move toward stimuli  
                    \_\_\_\_\_  move eyes                      \_\_\_\_\_  change facial expression  
                    \_\_\_\_\_  raise or lower voice                      \_\_\_\_\_  other: \_\_\_\_\_  
Specify type of stimuli: \_\_\_\_\_  auditory                      \_\_\_\_\_  tactile                      \_\_\_\_\_  voice                      \_\_\_\_\_  visual
- 3.25. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  intentional body or head movement—move or turn toward speaker  
                    \_\_\_\_\_  facial expressions—look at speaker, smile, blink  
                    \_\_\_\_\_  oral communication—respond verbally  
                    \_\_\_\_\_  use gestures—nod head
- 3.26. Respond to cued commands (e.g., verbal—saying someone's name; non-verbal signs—come here, stop, one minute) through one or more observable behaviors. (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  vocalization                      \_\_\_\_\_  body movements  
                    \_\_\_\_\_  facial expressions                      \_\_\_\_\_  gestures  
                    \_\_\_\_\_  verbalization or signing                      \_\_\_\_\_  other: \_\_\_\_\_

## Course Number: 7810030 - Communications: 6-8

### Functional Communication

#### 3.27. Demonstrate functional communication skills in various situations.

- Specify skill:    \_\_\_  initiating activities  
                  \_\_\_  requesting assistance  
                  \_\_\_  requesting equipment, tools, or supplies  
                  \_\_\_  conveying personal needs or desires  
                  \_\_\_  responding accurately to directions, prompts, or questions
- Specify situation: \_\_\_  personal care and health activities  
                      \_\_\_  productive activities in the home  
                      \_\_\_  productive activities in the community  
                      \_\_\_  leisure activities  
                      \_\_\_  selecting or using community resources

### Using Listening Skills

#### 3.28. Identify the components of the listening process in order to listen more effectively in conversations and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

#### 3.29. Identify behaviors that indicate that one is listening (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

#### 3.30. Identify the difference between attentive and nonattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

#### 3.31. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: \_\_\_  listening for content  
          \_\_\_  paying attention to cues—first, second..., in summary, most important  
          \_\_\_  linking what is heard to prior knowledge and experiences  
          \_\_\_  considering emotional meaning  
          \_\_\_  other: \_\_\_\_\_

#### 3.32. Use strategies to improve effectiveness of own listening (e.g., empathize and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

#### 3.33. Use skills and strategies to remember and understand oral directions more effectively. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: \_\_\_  repeat directions                   \_\_\_  paraphrase directions  
          \_\_\_  write directions                   \_\_\_  make a drawing or diagram  
          \_\_\_  other: \_\_\_\_\_

**Course Number: 7810030 - Communications: 6-8**

3.34. Use skills and strategies to remember and understand directions involving demonstrations or models more effectively. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: \_\_\_\_\_  verbalize key features or steps  
\_\_\_\_\_  break into smaller components for practice  
\_\_\_\_\_  practice with physical guidance  
\_\_\_\_\_  practice with verbal prompting  
\_\_\_\_\_  other: \_\_\_\_\_

**4. Demonstrate communication skills involving telephone use.**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
- 

4.1. Identify telephones and their parts. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_  rotary dial, push-button    \_\_\_\_\_  handset    \_\_\_\_\_  answering machine  
\_\_\_\_\_  other: \_\_\_\_\_

4.2. Identify different types of telephones in various settings (e.g., handsets, wall phones, decorator phones, cordless phones, cellular phones, pay phones, telecommunication devices for the speech or hearing impaired [TDDs]). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

4.3. Demonstrate the specific knowledge and skills required to use a telephone.

(IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_  knowing function and use of telephone parts  
\_\_\_\_\_  knowing function of various signals and tones  
\_\_\_\_\_  knowing correct way to dial local and long distance numbers  
\_\_\_\_\_  knowing how to get assistance with other telephone services  
\_\_\_\_\_  using a telephone directory  
\_\_\_\_\_  using emergency numbers such as 911  
\_\_\_\_\_  using basic information numbers such as 411  
\_\_\_\_\_  using pay telephone  
\_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7810030 - Communications: 6-8**

4.4. Demonstrate specific knowledge and skills required to communicate by telephone.

(IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_  what to say when answering the phone—Hello. This is...  
\_\_\_\_\_  what to say when making a call—Hello. This is... Is...there?  
\_\_\_\_\_  what to say when ending a call—Goodbye. Talk to you later.  
\_\_\_\_\_  how to leave a message  
\_\_\_\_\_  how to take a message  
\_\_\_\_\_  how to carry on a conversation on the phone  
\_\_\_\_\_  other: \_\_\_\_\_

4.5. Record a telephone message to accurately reflect information from incoming calls.

(CL.B.2.In.2, CL.B.2.Su.2)

- Specify: \_\_\_\_\_  caller's name      \_\_\_\_\_  date      \_\_\_\_\_  who they represent  
\_\_\_\_\_  time      \_\_\_\_\_  phone number      \_\_\_\_\_  message  
\_\_\_\_\_  other: \_\_\_\_\_

**5. Demonstrate awareness of gestures, cues, and body language used by self and others.**

CO.A.1.In.1      initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1      initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1      participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial      \_\_\_ assistive technology     full     partial
- 

5.1. Identify the meaning of gestures, body language, and hand signals used while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

5.2. Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

5.3. Use appropriate nonverbal language and gestures when communicating.

(CO.A.1.In.1, CO.A.1.Su.1)

- Specify: \_\_\_\_\_  facial expressions      \_\_\_\_\_  sounds  
\_\_\_\_\_  gestures      \_\_\_\_\_  body language  
\_\_\_\_\_  hand signals      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810030 - Communications: 6-8**

- 5.4. Demonstrate appropriate nonverbal behaviors and communications in various situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 5.5. Accept assistance with and participate in responding appropriately to gestures, cues, and body language used by others when communicating. (CO.A.1.Pa.1)
- 5.6. Indicate physical discomfort appropriately through observable behaviors (e.g., facial expressions, vocalization, movement). (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  touch referent object      \_\_\_\_\_  point to actual object  
          \_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  verbalize or sign  
          \_\_\_\_\_  use assistive/augmentative device      \_\_\_\_\_  body movement  
          \_\_\_\_\_  other: \_\_\_\_\_

**6. Use an appropriate communication system according to individual needs and capabilities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance  full  partial      \_\_\_ assistive technology  full  partial

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- 6.1. Identify different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.2. Use a communication system for acquiring information and meeting communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.Su.1)  
Specify system: \_\_\_\_\_  sign language      \_\_\_\_\_  total communication  
                  \_\_\_\_\_  finger spelling      \_\_\_\_\_  augmentative communication  
                  \_\_\_\_\_  verbal language      \_\_\_\_\_  symbol system  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 6.3. Identify need for own communication system and request its use in various situations. (CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 6.4. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 6.5. Identify and perform basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

**Course Number: 7810030 - Communications: 6-8**

- 6.6. Use one or more access modes to access own communication system in various situations. (CO.A.1.Su.1)  
Specify mode:     activate a switch (eye gaze, manual board, electronic device)  
                   use a scanning array (linear, row/column, block, circular, quadrant, group)  
                   select directly (touching)  
                   other: \_\_\_\_\_  
Specify setting:  home                     school                     community
- 6.7. Use a presented symbol system to communicate in various situations. (CO.A.1.Su.1)  
Specify:  objects                     realistic pictures  
           blackline drawings             icons (multiple meanings)  
           written words                     other: \_\_\_\_\_  
Specify setting:  home                     school                     community
- 6.8. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)  
Specify system:  initiating topics                     maintaining topics  
                   taking turns                     ending a conversation  
                   repairing communication breakdowns  
                   showing sensitivity to cultural differences  
                   other: \_\_\_\_\_  
Specify setting:  home                     school                     community
- 6.9. Select and modify systems of communication to accommodate a variety of settings between student and another (e.g., use of sign language and verbal communication, use of augmentative and verbal communication). (CO.A.1.Su.1)  
Specify:  home                     school                     community
- 6.10. Express and/or interpret ideas, information, attitudes, relationships, and experiences using sign language or total communication system. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify system:  sign language                     total communication system  
Specify setting:  home                     school                     community
- 6.11. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify method:  speech reading                     finger spelling                     sign language  
Specify setting:  home                     school                     community
- 6.12. Accept assistance with and participate in use of own communication system. (CO.A.1 Pa.1)  
Specify:  home                     school                     community

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7810020  
**Course Title:** Reading: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

- vocabulary
- word attack skills
- comprehension skills
- literature
- study skills
- reading in the workplace
- reading as a leisure activity

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.

- 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, but not replicate, many of the requirements for Grades 6-8 reading in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Language Arts, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance.

## Course Number: 7810020 - Reading: 6-8

Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;

partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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

**Course Number: 7810020 - Reading: 6-8**

that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine 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 Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

- 1. Demonstrate relevant perceptual, conceptual, and linguistic skills for reading (e.g., phonological awareness, visual discrimination, relationship of oral and printed words, syntax, semantics).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lower case letters, recognition of visual forms of words in handwriting and print, identification of letter/sound relationships, ability to distinguish words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.2. Identify letters when completing functional tasks (e.g., finding your name card, identifying a volume of an encyclopedia, locating a seat in a stadium). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.3. Distinguish phonological (sounds) and graphic (letters) differences in words.  
Specify: \_\_\_  presented visually                      \_\_\_  presented orally
- 1.4. Identify rhyming words presented orally.
- 1.5. Compare multiple meanings of words and phrases (e.g., homonyms, idioms, slang). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.6. Identify synonyms and antonyms for familiar words. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.7. Retell main ideas and details of a story or article after hearing it read or seeing it signed. (CL.B.1.In.1, CL.B.1.Su.1)

**Course Number: 7810020 - Reading: 6-8**

- 1.8. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  furniture    \_\_\_\_\_  appliances    \_\_\_\_\_  interior design  
          \_\_\_\_\_  supplies    \_\_\_\_\_  entertainment    \_\_\_\_\_  other: \_\_\_\_\_
- 1.9. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  buildings    \_\_\_\_\_  signs  
          \_\_\_\_\_  landmarks    \_\_\_\_\_  other: \_\_\_\_\_
- 1.10. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.11. Identify features and events in complex pictures. (CL.B.1.In.1, CL.B.1.Su.1)

**2. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Word Identification Skills**

- 2.1. Use phonics to identify the pronunciation of unknown words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  initial, medial, and final consonants  
          \_\_\_\_\_  long and short vowels  
          \_\_\_\_\_  initial, medial, and final blends  
          \_\_\_\_\_  patterns and silent letters  
          \_\_\_\_\_  syllables  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.2. Use structural analysis to identify the meaning of unknown words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  compound words                      \_\_\_\_\_  prefix                      \_\_\_\_\_  suffix  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  examples                      \_\_\_\_\_  direct explanations                      \_\_\_\_\_  synonyms  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 2.4. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words (e.g., looking up a word in a dictionary, using the pronunciation function for a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  printed dictionary      \_\_\_\_\_  electronic dictionary  
          \_\_\_\_\_  person                                      \_\_\_\_\_  other: \_\_\_\_\_

**3. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

- CL.B.1.In.1      identify and locate oral, print, or visual information for specified purposes.  
CL.B.1.In.2      interpret and use oral, print, or visual information for specified purposes.  
CL.B.1.Su.1      identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.  
CL.B.1.Su.2      interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
- 

**Signs and Symbols**

- 3.1. Identify the meaning of symbols and icons used in signs for buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  exit and entrance signs      \_\_\_\_\_  restroom signs  
          \_\_\_\_\_  elevator signs                                      \_\_\_\_\_  other: \_\_\_\_\_

- 3.2. Identify the meaning of symbols and icons used in safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  no smoking, danger, poison  
          \_\_\_\_\_  do not use near water, for outside use only  
          \_\_\_\_\_  shock, uses grounded outlets, 220 volts only  
          \_\_\_\_\_  other: \_\_\_\_\_

- 3.3. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  order here                                      \_\_\_\_\_  no food or drink allowed  
          \_\_\_\_\_  cashier    \_\_\_\_\_  no smoking  
          \_\_\_\_\_  cost of admission                                      \_\_\_\_\_  hours of operation  
          \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7810020 - Reading: 6-8**

- 3.4. Identify the meaning of road signs (e.g., one-way street, no U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  stop \_\_\_\_\_  one way  
          \_\_\_\_\_  right turn only \_\_\_\_\_  no U-turn  
          \_\_\_\_\_  speed limit \_\_\_\_\_  merge  
          \_\_\_\_\_  yield \_\_\_\_\_  other: \_\_\_\_\_
- 3.5. Identify the meaning of symbols and icons used in travel signs (e.g., telephone, hospital, picnic area, boat ramp, gas station). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.6. Find desired destination as indicated by signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)
- 3.7. Demonstrate appropriate responses to travel and road signs. (CL.B.1.In.2, CL.B.1.Su.2)
- 3.8. Respond appropriately to warnings and other types of information conveyed by symbols and icons in written material and on products. (CL.B.1.In.2, CL.B.1.Su.2)

**Frequently Used Words**

- 3.9. Identify the meaning of frequently used written words (e.g., Dolch, survival). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.10. Identify the meaning of written vocabulary related to specific courses in school (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  English or language arts \_\_\_\_\_  mathematics  
          \_\_\_\_\_  science \_\_\_\_\_  social studies  
          \_\_\_\_\_  physical education \_\_\_\_\_  health  
          \_\_\_\_\_  the arts \_\_\_\_\_  applied technology  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.11. Identify the meaning of written vocabulary related to school activities (e.g., completing detention, participating in field day or pep rally, running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.12. Identify the meaning of written vocabulary when completing academic tasks (e.g., matching, multiple choice, term paper, final exam, quiz, pop-quiz, activity, group work). (CL.B.1.In.2, CL.B.1.Su.2)

## Course Number: 7810020 - Reading: 6-8

### Independent Functioning Vocabulary

- 3.13. Identify the meaning of written vocabulary related to personal care activities (e.g., getting ready for school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  personal hygiene—brush, floss teeth, shower, deodorant  
\_\_\_\_\_  finances—balance checkbook, deposit money, budget  
\_\_\_\_\_  caring for clothes—wash, dry clean  
\_\_\_\_\_  purchasing items—discount, sale, tax, charge  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.14. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, debit, balance  
\_\_\_\_\_  library—library card, check out, due date, late charge  
\_\_\_\_\_  volunteering—organization, hours, responsibilities  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.15. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  caring for clothing and personal items  
\_\_\_\_\_  preparing and storing food  
\_\_\_\_\_  maintaining lawn and garden  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.16. Identify the meaning of written vocabulary related to leisure activities (e.g., playing sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  indoor games                      \_\_\_\_\_  outdoor activities  
\_\_\_\_\_  sports    \_\_\_\_\_  entertainment  
\_\_\_\_\_  pets and plants                      \_\_\_\_\_  hobbies  
\_\_\_\_\_  other: \_\_\_\_\_

### Abbreviations and Acronyms

- 3.17. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  linear—ft., mi., m.                      \_\_\_\_\_  area—sq. ft., sq. yd., sq. mi.  
\_\_\_\_\_  weight—oz., lb., #                      \_\_\_\_\_  volume—c., l., tbs., tsp.  
\_\_\_\_\_  money—\$, ¢                      \_\_\_\_\_  time—min., hr., Tues., Dec.  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

3.18. Identify abbreviations for locations (e.g., when addressing an envelope, when looking up an address in a phone book, when reading an address). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  streets—Rd., Blvd., St. \_\_\_\_\_  states—FL, CA  
\_\_\_\_\_  post office—PO \_\_\_\_\_  buildings—Apt., Bldg.  
\_\_\_\_\_  countries—USA, UK \_\_\_\_\_  other: \_\_\_\_\_

3.19. Identify abbreviations and acronyms for agencies and organizations (e.g., when sending overnight mail, when reading articles in the newspaper, when watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  medical organizations—Health Maintenance Organization (HMO)  
\_\_\_\_\_  government agencies—Developmental Services (DS),  
Vocational Rehabilitation (VR)  
\_\_\_\_\_  mail services—Federal Express (FEDEX), United Parcel Service  
(UPS), United States Postal Services (USPS)  
\_\_\_\_\_  other: \_\_\_\_\_

3.20. Identify familiar abbreviations for titles (e.g., when writing a letter, when addressing an envelope, when finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  personal—Mr., Ms.  
\_\_\_\_\_  professional—C.P.A., M.D.  
\_\_\_\_\_  degrees—Ph.D., M.Ed., B.S.  
\_\_\_\_\_  other: \_\_\_\_\_

3.21. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., when locating a radio or television station in the newspaper schedule, when locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  radio—WFSU \_\_\_\_\_  television—WPBS  
\_\_\_\_\_  Web addresses—www.firm.edu

3.22. Identify the meaning of abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community

**4. Use comprehension skills and strategies to increase understanding of information in texts (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic clues, rereading, scanning).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Course Number: 7810020 - Reading: 6-8**

**Visuals, Passages, and Documents**

- 4.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  statements      \_\_\_\_\_  questions      \_\_\_\_\_  directions  
          \_\_\_\_\_  commands      \_\_\_\_\_  requests      \_\_\_\_\_  other: \_\_\_\_\_
- 4.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in dictionary, finding information for a report; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  key words      \_\_\_\_\_  dates      \_\_\_\_\_  numbers  
          \_\_\_\_\_  charts      \_\_\_\_\_  graphs      \_\_\_\_\_  pictures  
          \_\_\_\_\_  maps      \_\_\_\_\_  answers to questions  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning (e.g., school tasks—finding answers to study questions; personal care—identify temperature to set oven; leisure—checking rules of a game). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  match to a list of key information—dates, names, locations  
          \_\_\_\_\_  match to questions to be answered  
          \_\_\_\_\_  scan chapter titles and subtitles for specific words or phrases  
          \_\_\_\_\_  scan pictures or graphics for specific information  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.4. Use skills and strategies to identify irrelevant information in a text or visual (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—following a diagram to assemble a piece of camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  asking yourself “How does this fit?”  
          \_\_\_\_\_  asking yourself “Is it needed?”  
          \_\_\_\_\_  comparing to similar examples or a model  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.5. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify first sentence or topic      \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  identify information that is repeated      \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 4.6. Use skills and strategies to relate and integrate new information in text or visual with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify common elements or situations  
          \_\_\_\_\_  distinguish what is different  
          \_\_\_\_\_  relate new information to concepts already understood  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.7. Use skills and strategies to link information in text with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  create a first letter mnemonic      \_\_\_\_\_  make a visual association  
          \_\_\_\_\_  determine order of events                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.8. Predict outcomes or conclusions related to information in text based on previous knowledge to increase understanding (e.g., noting cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)

**Using Information Resources**

- 4.9. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  television  
          \_\_\_\_\_  radio                      \_\_\_\_\_  people                      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.10. Use an appropriate source to obtain written information on current events. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  television  
          \_\_\_\_\_  radio                      \_\_\_\_\_  people                      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.11. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  atlas—road maps, distance charts, state capitals, population  
          \_\_\_\_\_  dictionary—definitions, spelling, syllabication  
          \_\_\_\_\_  encyclopedia—general information by subject  
          \_\_\_\_\_  textbook—information for instructional purposes  
          \_\_\_\_\_  magazine or newspaper—current information by subject  
          \_\_\_\_\_  directory—information lists by subject, agency, product  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.12. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., when completing a homework assignment, when locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  atlas                      \_\_\_\_\_  dictionary                      \_\_\_\_\_  encyclopedia  
          \_\_\_\_\_  textbook                      \_\_\_\_\_  magazine                      \_\_\_\_\_  newspaper  
          \_\_\_\_\_  directory                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 4.13. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  book—introduction, chapter titles  
          \_\_\_\_\_  magazine—titles, page numbers, authors  
          \_\_\_\_\_  newspaper—sections, page numbers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.14. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, Website, or electronic database (e.g., when locating information about a topic of interest, when finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 4.15. Use an index to locate a subtopic by page number (e.g., when locating a specific recipe in a cookbook, when locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 4.16. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

**Maps, Charts, and Graphs**

- 4.17. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  bar graphs      \_\_\_\_\_  pie charts      \_\_\_\_\_  tables  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.18. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  roads      \_\_\_\_\_  rivers, lakes      \_\_\_\_\_  cities and towns  
          \_\_\_\_\_  mileage      \_\_\_\_\_  direction      \_\_\_\_\_  airports, parks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.19. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  city or state map      \_\_\_\_\_  atlas  
          \_\_\_\_\_  other: \_\_\_\_\_

**Organizing Information**

- 4.20. Identify characteristics of various structures used to organize information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological      \_\_\_\_\_  alphabetical      \_\_\_\_\_  categorical  
          \_\_\_\_\_  topic or subject      \_\_\_\_\_  hierarchical or outlining  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 4.21. Choose structure for organizing information based on proposed use of that information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological      \_\_\_\_\_  alphabetical      \_\_\_\_\_  categorical  
          \_\_\_\_\_  topic or subject      \_\_\_\_\_  hierarchical or outlining  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.22. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 4.23. Organize information alphabetically when completing functional tasks (e.g., filing for later reference by listing names in order). (CL.B.1.In.3)
- 4.24. Locate an item by date when completing functional tasks (e.g., verifying a specific bank deposit, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 4.25. Organize information chronologically when completing functional tasks (e.g., filing a receipt for later reference to return a purchased item, determining sequence of events). (CL.B.1.In.3)
- 4.26. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 4.27. Organize information by categories when completing functional tasks (e.g., when filing bills, when clustering similar kinds of pictures). (CL.B.1.In.3)
- 4.28. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a source for information about camping). (CL.B.1.In.3)
- 4.29. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 4.30. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a research report). (CL.B.1.In.3)

**5. Identify author’s purpose or point of view in written material.**

CL.B.1.In.2      interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**5.1. Identify purpose of different types of written material. (CL.B.1.In.2)**

Specify: \_\_\_\_\_  narrative—stories                      \_\_\_\_\_  persuasive—advertising, campaigns  
          \_\_\_\_\_  technical—manuals                      \_\_\_\_\_  expository—information, reports  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

5.2. Identify characteristics of different points of view of written material. (CL.B.1.In.2)

- Specify:  from the author's point of view  
 from a character's point of view  
 from the narrator's point of view  
 other: \_\_\_\_\_

5.3. Identify examples of written material that represent different purposes and points of view. (CL.B.1.In.2)

- Specify:  stories  plays or movies  poems  
 newspaper articles  magazine articles  reports  
 other: \_\_\_\_\_

**6. Determine whether information presented in a text is fact/opinion or fiction/nonfiction.**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt  verbal prompt  visual prompt  
 assistive technology  supervision  other: \_\_\_\_\_
- 

6.1. Use skills and strategies to determine whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify:  match information with other sources  
 look for words such as *always*, *never*  
 identify words that indicate feelings or emotions  
 other: \_\_\_\_\_

6.2. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisements with product reports). (CL.B.1.In.2, CL.B.1.Su.2)

- Specify:  identify exaggerations  identify false claims  
 evaluate realism  other: \_\_\_\_\_

**7. Demonstrate knowledge of key elements in literature (e.g., plot, characters, setting, point of view, tone).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt  verbal prompt  visual prompt  
 assistive technology  supervision  other: \_\_\_\_\_
-



**Course Number: 7810020 - Reading: 6-8**

- 7.1. Identify characteristics of key elements in stories, movies, and plays. (CL.B.1.In.2)  
Specify: \_\_\_\_  characters      \_\_\_\_  setting      \_\_\_\_  plot
- 7.2. Identify examples of literature that represent different tones (e.g., humorous, melodramatic, sarcastic). (CL.B.1.In.2)  
Specify: \_\_\_\_  stories      \_\_\_\_  novels      \_\_\_\_  plays      \_\_\_\_  poems
- 7.3. Relate specific works of literature to personal feelings and experiences. (CL.B.1.In.2)  
Specify: \_\_\_\_  stories      \_\_\_\_  novels      \_\_\_\_  plays      \_\_\_\_  poems

**8. Demonstrate study skills (e.g., notetaking; using mnemonics, associations, and imagery; researching; organizing; test-taking).**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.  
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.  
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.  
CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.  
CL.B.2.In.2 express oral, written, or visual information for specified purposes.  
CL.C.2.In.1 plan and implement personal work assignments.  
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_
- 

**Increasing Recall and Understanding**

- 8.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)
- 8.2. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_  read aloud      \_\_\_\_  paraphrase  
          \_\_\_\_  make a drawing or diagram      \_\_\_\_  other: \_\_\_\_\_
- 8.3. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)
- 8.4. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_  who, what, when, and where?      \_\_\_\_  which, how, and why?  
          \_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 8.5. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)
- 8.6. Use visual imagery to clarify and remember information for assignments. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  make mental pictures      \_\_\_\_\_  create an analogy  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.7. Use strategies to take notes from lectures, discussions, and written material (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)
- 8.8. Follow a systematic process when researching a topic for an assignment.  
Specify: \_\_\_\_\_  identify the topic or main question  
          \_\_\_\_\_  specify questions to be answered  
          \_\_\_\_\_  conduct preliminary research using appropriate resources and references  
          \_\_\_\_\_  take notes and cite sources  
          \_\_\_\_\_  review notes and obtain additional information, if needed  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.9. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

**Using Feedback**

- 8.10. Identify situations when feedback is commonly given for assignments (e.g., after you have answered a question, after you have finished a project). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.11. Respond effectively to feedback given regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.12. Use feedback to make changes on assignments (e.g., correct a mistake, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.13. Give effective feedback to others when working together on assignments (e.g., identify what is correct or well done, point out any errors, suggest needed improvements). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.14. Evaluate the correctness and accuracy of own work for assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  answers to tests      \_\_\_\_\_  class assignments  
          \_\_\_\_\_  other: \_\_\_\_\_

## Course Number: 7810020 - Reading: 6-8

### Problem Solving

- 8.15. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.16. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.17. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.18. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  identify the problem  
          \_\_\_\_\_  identify alternatives  
          \_\_\_\_\_  choose appropriately from a variety of techniques  
          \_\_\_\_\_  implement solution  
          \_\_\_\_\_  evaluate results
- 8.19. Differentiate between problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others.

### Planning and Time Management

- 8.20. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal           \_\_\_\_\_  school
- 8.21. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal           \_\_\_\_\_  school
- 8.22. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal           \_\_\_\_\_  school

**Course Number: 7810020 - Reading: 6-8**

- 8.23. Use strategies to pace work so that assignments are completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  work according to schedule      \_\_\_\_\_  set an alarm clock as a reminder  
          \_\_\_\_\_  track subtasks on calendar      \_\_\_\_\_  check off subtasks when completed  
          \_\_\_\_\_  begin subtasks on time      \_\_\_\_\_  adjust to unforeseen circumstances  
          \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.24. Identify alternative approaches when faced with difficulty in completing assignments. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  try different techniques      \_\_\_\_\_  seek advice from others  
          \_\_\_\_\_  seek assistance from others      \_\_\_\_\_  read the instructions or references  
          \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.25. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.26. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.27. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific school-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
          \_\_\_\_\_  set up workstation with needed supplies, tools, and equipment before starting  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.28. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.29. Use tools, equipment, and supplies safely and correctly for specific assignments (e.g., use for designated purposes only, wear proper protection when required, carry scissors with tips pointed down). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.30. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.31. Identify the characteristics and importance of being self-directed when completing assignments (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school

**Course Number: 7810020 - Reading: 6-8**

- 8.32. Demonstrate self-directed behavior when completing assignments (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school
- 8.33. Identify the characteristics and importance of paying attention to details when completing assignments (e.g., stay focused, meet expectations, complete task or project). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school
- 8.34. Demonstrate attentive behavior when completing assignments (e.g., staying on task, not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school

**9. Use functional reading skills required for the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 9.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, when corresponding with co-workers, when working on a car). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  work hours—starting time, break, time card  
          \_\_\_\_\_  dress code—uniform, grooming  
          \_\_\_\_\_  locations—reception areas, parking, restrooms  
          \_\_\_\_\_  equipment—storage, maintenance, repairs, supplies  
          \_\_\_\_\_  other: \_\_\_\_\_
- 9.3. Identify information contained in graphics used in the workplace to complete functional tasks (e.g., to build a table, to prepare a report). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  blueprints                      \_\_\_\_\_  floor plans                      \_\_\_\_\_  diagrams  
          \_\_\_\_\_  other: \_\_\_\_\_
- 9.4. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, following instructions). (CL.C.2.In.5, CL.C.2.Su.5)

**Course Number: 7810020 - Reading: 6-8**

9.5. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking accuracy of correspondence, checking work to be done, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)

**10. Use functional reading skills for use in the home and community (e.g., newspapers, directories, catalogues, instruction manuals).**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
  - assistive technology                       supervision                       other: \_\_\_\_\_
- 

10.1. Demonstrate functional reading skills used in productive activities in the home.

(IF.A.1.In.1, IF.A.1.Su.1)

- Specify:  following a recipe
- using information found on clothing labels regarding care requirements
  - using advertisements to select needed furniture, appliances, and personal goods
  - observing safety information and warning precautions
  - storing product manuals and warranties in one location
  - using information on product tags, labels, or information booklets when caring for furniture, appliances, and personal goods
  - other: \_\_\_\_\_

10.2. Demonstrate functional reading skills used in productive activities in the community.

(IF.A.1.In.1, IF.A.1.Su.1)

- Specify:  learning and obeying local, state, and federal laws
- identifying events and resources
  - other: \_\_\_\_\_

10.3. Demonstrate functional reading skills used in leisure activities. (IF.A.1.In.1,

IF.A.1.Su.1)

- Specify:  identifying the location and price of events, e.g., musical performances—concerts, dance performances, theatre, and plays; celebrations—holidays, parades, festivals
- learning about the rules of a game or sport
  - obtaining information about a hobby or collection or other leisure interest
  - other: \_\_\_\_\_



**Course Number: 7810020 - Reading: 6-8**

**11. Determine personal preferences for types of reading as a leisure activity.**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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11.1. Identify types of reading used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_  newspapers and magazines  
          \_\_\_  fiction—mystery, adventure, romance  
          \_\_\_  nonfiction—biographical, scientific, historical  
          \_\_\_  other: \_\_\_\_\_

11.2. Identify the appropriate time for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)

11.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)

11.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after school programs, camps, YMCA, community centers, libraries, book departments of stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)

11.5. Identify favorite stories or movies that are available in book form. (IF.A.1.In.1, IF.A.1.Su.1)

11.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)

11.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)

11.8. Read materials to gain information about preferred leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)



# Course: 7810013 Access M/J Language Arts 3

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1793.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	7810013
<b>Course Title:</b>	Access M/J Language Arts 3
<b>Course Abbreviated Title:</b>	Access M/J Language Arts 3
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas »
<b>Number of Credits:</b>	NA
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(77) Supported(74) Participatory(44)**

<b><a href="#">LA.8.1.5.1:</a></b>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <b><a href="#">LA.8.1.5.In.a:</a></b> Read text with accuracy.</li><li>• <b><a href="#">LA.8.1.5.In.b:</a></b> Adjust reading rate based on difficulty.</li><li>• <b><a href="#">LA.8.1.5.Su.a:</a></b> Read text with accuracy.</li><li>• <b><a href="#">LA.8.1.5.Pa.a:</a></b> Accurately and consistently identify pictures or symbols paired with words in stories and daily activities.</li><li>• <b><a href="#">LA.8.1.5.Pa.b:</a></b> Identify pictures or symbols to indicate the next step in a familiar activity.</li></ul>
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<p><a href="#"><u>LA.8.1.6.1:</u></a></p>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.1.6.In.a:</u></a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#"><u>LA.8.1.6.Su.a:</u></a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#"><u>LA.8.1.6.Pa.a:</u></a> Identify new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#"><u>LA.8.1.6.2:</u></a></p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.1.6.In.b:</u></a> Listen to, read, and discuss a variety of text.</li> <li>• <a href="#"><u>LA.8.1.6.Su.b:</u></a> Listen to, read, and discuss a variety of text.</li> <li>• <a href="#"><u>LA.8.1.6.Pa.b:</u></a> Listen and respond to stories and informational text.</li> </ul>
<p><a href="#"><u>LA.8.1.6.3:</u></a></p>	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.1.6.In.c:</u></a> Use context clues and graphics to determine the meaning of unknown words.</li> <li>• <a href="#"><u>LA.8.1.6.Su.c:</u></a> Use context clues and graphics to determine the meaning of unknown words.</li> <li>• <a href="#"><u>LA.8.1.6.Pa.c:</u></a> Identify persons, objects, and actions by name or characteristic.</li> </ul>
<p><a href="#"><u>LA.8.1.6.4:</u></a></p>	<p>The student will categorize key vocabulary and identify salient features;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.1.6.In.d:</u></a> Categorize key vocabulary.</li> <li>• <a href="#"><u>LA.8.1.6.Su.c:</u></a> Use context clues and graphics to determine the meaning of unknown words.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.Pa.c</a>: Identify persons, objects, and actions by name or characteristic.</li> </ul>
<a href="#">LA.8.1.6.5:</a>	<p>The student will relate new vocabulary to familiar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.8.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.8.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.8.1.6.6:</a>	<p>The student will distinguish denotative and connotative meanings of words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.In.g</a>: Recognize and use prefixes, suffixes, and root words.</li> <li>• <a href="#">LA.8.1.6.Su.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.8.1.6.Pa.c</a>: Identify persons, objects, and actions by name or characteristic.</li> </ul>
<a href="#">LA.8.1.6.7:</a>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.In.f</a>: Use phonics skills to decode unknown words.</li> <li>• <a href="#">LA.8.1.6.Su.f</a>: Use phonics skills to decode words with diphthongs.</li> <li>• <a href="#">LA.8.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.</li> </ul>
<a href="#">LA.8.1.6.8:</a>	<p>The student will identify advanced word/phrase relationships and their meanings;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.In.h</a>: Identify word relationships (e.g. common</li> </ul>

	<p>analogies) and their meaning.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.Su.i</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.8.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.</li> </ul>
<p><a href="#">LA.8.1.6.9</a>:</p>	<p>The student will determine the correct meaning of words with multiple meanings in context;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.In.i</a>: Determine the meaning of a word with multiple meanings (e.g. homographs) in text.</li> <li>• <a href="#">LA.8.1.6.Su.g</a>: Recognize and use common suffixes (- ed, -ing).</li> <li>• <a href="#">LA.8.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.</li> </ul>
<p><a href="#">LA.8.1.6.10</a>:</p>	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.In.j</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.8.1.6.Su.h</a>: Determine the meaning of a word with multiple meanings (e.g. homographs) in text.</li> <li>• <a href="#">LA.8.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.</li> </ul>
<p><a href="#">LA.8.1.6.11</a>:</p>	<p>The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.In.j</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.8.1.6.Su.i</a>: Determine the meaning of unknown words</li> </ul>

	<p>using a dictionary and digital tools.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.</li> </ul>
<p><a href="#">LA.8.1.7.1</a>:</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.7.In.a</a>: Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary) to make and confirm predictions of content and</li> <li>• <a href="#">LA.8.1.7.Su.a</a>: Use background knowledge of the subject and text features (e.g. title, illustrations, graphics, table of contents, headings) to make and confirm predictions of content of reading selections.</li> <li>• <a href="#">LA.8.1.7.Pa.a</a>: Respond accurately and consistently to pictures or symbols paired with words on charts used to guide school activities.</li> </ul>
<p><a href="#">LA.8.1.7.2</a>:</p>	<p>The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.7.In.b</a>: Identify the author’s purpose (e.g. to inform, entertain, persuade) in a variety of text formats (e.g. stories, letters, reports) and use the information to construct meaning.</li> <li>• <a href="#">LA.8.1.7.Su.b</a>: Identify the author’s purpose (e.g. to inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections.</li> <li>• <a href="#">LA.8.1.7.Pa.b</a>: Recognize details and what happened in read-aloud stories and informational text.</li> </ul>

<p><a href="#"><u>LA.8.1.7.3:</u></a></p>	<p>The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.1.7.In.c:</u></a> Determine the main idea or essential message in text through guided retelling and identifying relevant details and facts.</li> <li>• <a href="#"><u>LA.8.1.7.Su.c:</u></a> Determine the main idea or essential message in text through identifying the topic, relevant details, and facts, including but not limited to who, what, where, when, how, and what happened.</li> <li>• <a href="#"><u>LA.8.1.7.Pa.d:</u></a> Recognize familiar read-aloud stories with a theme (e.g. caring).</li> </ul>
<p><a href="#"><u>LA.8.1.7.4:</u></a></p>	<p>The student will identify cause-and-effect relationships in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.1.7.In.d:</u></a> Identify cause and effect relationships in stories and informational text.</li> <li>• <a href="#"><u>LA.8.1.7.Su.d:</u></a> Identify explicit cause/effect relationships in stories and informational text.</li> <li>• <a href="#"><u>LA.8.1.7.Pa.c:</u></a> Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.</li> </ul>
<p><a href="#"><u>LA.8.1.7.5:</u></a></p>	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.1.7.In.e:</u></a> Identify text structures (e.g. comparison/contrast, cause/effect relationships, chronological order) in narrative and informational text using strategies, including graphic organizers.</li> <li>• <a href="#"><u>LA.8.1.7.Su.e:</u></a> Identify similarities and differences and the sequence of events in stories and informational text using strategies, including graphic organizers.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.7.Pa.c</a>: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.</li> </ul>
<a href="#">LA.8.1.7.6:</a>	<p>The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.7.In.f</a>: Identify a theme shared by two or more fiction and nonfiction selections.</li> <li>• <a href="#">LA.8.1.7.Su.f</a>: Recognize a theme shared by two fiction or nonfiction selections.</li> <li>• <a href="#">LA.8.1.7.Pa.c</a>: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.</li> </ul>
<a href="#">LA.8.1.7.7:</a>	<p>The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.7.In.g</a>: Identify similarities and differences in characters, actions, or settings in two texts.</li> <li>• <a href="#">LA.8.1.7.Su.g</a>: Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded.</li> <li>• <a href="#">LA.8.1.7.Pa.e</a>: Use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.</li> </ul>
<a href="#">LA.8.1.7.8:</a>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.7.In.h</a>: Use strategies to repair comprehension,</li> </ul>

	<p>including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.1.7.Su.h</a>: Identify persons, objects, actions, and settings in read-aloud narrative and informational text.</li> <li>• <a href="#">LA.8.1.7.Pa.e</a>: Use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.</li> </ul>
<p><a href="#">LA.8.2.1.1:</a></p>	<p>The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.a</a>: Identify similarities and differences in characteristics of various genres of literature (e.g. fiction, poetry, drama).</li> <li>• <a href="#">LA.8.2.1.Su.a</a>: Identify basic characteristics of various genres of literature (e.g. fiction, poetry, drama).</li> <li>• <a href="#">LA.8.2.1.Pa.a</a>: Recognize characters, objects, and actions in read-aloud literature from various genres (e.g. fiction, poetry, drama).</li> </ul>
<p><a href="#">LA.8.2.1.2:</a></p>	<p>The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.b</a>: Identify story elements (e.g. character, setting, plot, problem/ solution, tone) in stories and drama.</li> <li>• <a href="#">LA.8.2.1.Su.b</a>: Identify basic story elements (character, setting, problem/solution) in fiction.</li> <li>• <a href="#">LA.8.2.1.Pa.b</a>: Recognize words that describe people, objects, and actions in read-aloud literature.</li> </ul>
<p><a href="#">LA.8.2.1.3:</a></p>	<p>The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.c</a>: Identify examples of literary devices (e.g. sound, figurative language, illustrations, fonts, word placement) that convey meaning in poetry.</li> <li>• <a href="#">LA.8.2.1.Su.c</a>: Identify examples of literary devices (e.g. rhyme, rhythm, descriptive language) in poetry.</li> <li>• <a href="#">LA.8.2.1.Pa.c</a>: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. bravery).</li> </ul>
<p><a href="#">LA.8.2.1.4:</a></p>	<p>The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.d</a>: Identify a common theme in more than one literary genre.</li> <li>• <a href="#">LA.8.2.1.Su.d</a>: Identify a common theme in more than one literary work.</li> <li>• <a href="#">LA.8.2.1.Pa.c</a>: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. bravery).</li> </ul>
<p><a href="#">LA.8.2.1.5:</a></p>	<p>The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.e</a>: Describe how a literature selection connects to life experiences and impacts the reader based on support from the text or personal experiences.</li> <li>• <a href="#">LA.8.2.1.Su.e</a>: Describe how the characters, problem/solution, or theme in a literature selection connect to life experiences.</li> <li>• <a href="#">LA.8.2.1.Pa.d</a>: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.</li> </ul>
<p><a href="#">LA.8.2.1.6:</a></p>	<p>The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.f</a>: Identify similarities and differences in characteristics of two literature selections or a common theme in more than one literary genre.</li> <li>• <a href="#">LA.8.2.1.Su.f</a>: Identify common literary devices (e.g. point of view, figurative language, idioms) in stories.</li> <li>• <a href="#">LA.8.2.1.Pa.d</a>: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.</li> </ul>
<p><a href="#">LA.8.2.1.7</a>:</p>	<p>The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.g</a>: Identify examples of literary devices (e.g. expression, tone) in literature.</li> <li>• <a href="#">LA.8.2.1.Su.g</a>: Identify information about characters, settings, and events reflected in historical stories.</li> <li>• <a href="#">LA.8.2.1.Pa.d</a>: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.</li> </ul>
<p><a href="#">LA.8.2.1.8</a>:</p>	<p>The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.h</a>: Identify information about the historical time periods reflected in literary works.</li> <li>• <a href="#">LA.8.2.1.Su.h</a>: Identify differences in vocabulary used in historical and contemporary stories.</li> <li>• <a href="#">LA.8.2.1.Pa.d</a>: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.</li> </ul>
<p><a href="#">LA.8.2.1.9</a>:</p>	<p>The student will describe changes in the English language over time,</p>

	<p>and support these descriptions with examples of literary texts; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.j</a>: Distinguish differences in vocabulary and language used in contemporary and historical texts.</li> <li>• <a href="#">LA.8.2.1.Su.h</a>: Identify differences in vocabulary used in historical and contemporary stories.</li> <li>• <a href="#">LA.8.2.1.Pa.d</a>: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.</li> </ul>
<p><a href="#">LA.8.2.1.10</a>:</p>	<p>The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.1.In.j</a>: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.8.2.1.Su.i</a>: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.8.2.1.Pa.e</a>: Select fiction materials to listen to, based on interest and recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.8.2.2.1</a>:</p>	<p>The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.2.In.a</a>: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.2.Su.a</a>: Identify information in text features (e.g., title, illustrations and graphics, table of contents, headings).</li> <li>• <a href="#">LA.8.2.2.Pa.a</a>: Recognize persons, objects, and actions in read-aloud informational text.</li> </ul>
<p><a href="#">LA.8.2.2.2</a>:</p>	<p>The student will synthesize and use information from the text to state the main idea or provide relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.2.In.b</a>: Use information from nonfiction text to identify the main idea and supporting details.</li> <li>• <a href="#">LA.8.2.2.Su.b</a>: Use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g. who, what, where, when, how, what happened).</li> <li>• <a href="#">LA.8.2.2.Pa.b</a>: Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities.</li> </ul>
<p><a href="#">LA.8.2.2.3</a>:</p>	<p>The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.2.In.c</a>: Organize information to show understanding (e.g. using graphic organizers, guided retelling).</li> <li>• <a href="#">LA.8.2.2.Su.c</a>: Organize information to show understanding (e.g. using simple graphic organizers).</li> <li>• <a href="#">LA.8.2.2.Pa.c</a>: Recognize pictures or symbols paired with words depicting a sequence in familiar activities.</li> </ul>
<p><a href="#">LA.8.2.2.4</a>:</p>	<p>The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.2.In.d</a>: Identify basic characteristics of variety of</li> </ul>

	<p>nonfiction text (e.g. reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams).</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.2.Su.d</a>: Identify a variety of nonfiction text (e.g. easy-to-read reference materials, dictionaries, magazines, newspapers).</li> <li>• <a href="#">LA.8.2.2.Pa.b</a>: Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities.</li> </ul>
<p><a href="#">LA.8.2.2.5</a>:</p>	<p>The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.2.2.In.e</a>: Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.8.2.2.Su.e</a>: Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.8.2.2.Pa.d</a>: Select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.8.3.1.1</a>:</p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.1.In.a</a>: Generate ideas through a variety of sources (e.g. prior knowledge, discussions, printed material, lists, graphic organizers).</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.1.Su.a</a>: Generate ideas through a variety of sources (e.g. brainstorming, graphic organizers, group discussions, printed materials) to plan for writing.</li> <li>• <a href="#">LA.8.3.1.Pa.a</a>: Select information about familiar persons, objects, activities, or events as the topic of communication.</li> </ul>
<p><a href="#">LA.8.3.1.2:</a></p>	<p>The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.1.In.b</a>: Identify the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea appropriate for the type of writing.</li> <li>• <a href="#">LA.8.3.1.Su.b</a>: Identify the purpose (e.g. inform, entertain) and intended audience for the writing.</li> <li>• <a href="#">LA.8.3.1.Pa.a</a>: Select information about familiar persons, objects, activities, or events as the topic of communication.</li> </ul>
<p><a href="#">LA.8.3.1.3:</a></p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.1.In.c</a>: Use graphic organizers, charts and outlines to arrange main ideas and relevant supporting details into a logical sequence.</li> <li>• <a href="#">LA.8.3.1.Su.c</a>: Use a graphic organizer to arrange main ideas and supporting details in a logical sequence.</li> <li>• <a href="#">LA.8.3.1.Pa.a</a>: Select information about familiar persons, objects, activities, or events as the topic of communication.</li> </ul>
<p><a href="#">LA.8.3.2.1:</a></p>	<p>The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.2.In.a</a>: Use a prewriting plan to develop central idea and related main ideas and supporting details.</li> <li>• <a href="#">LA.8.3.2.Su.a</a>: Use a prewriting plan to develop the main idea and supporting details.</li> <li>• <a href="#">LA.8.3.2.Pa.a</a>: Make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.3.2.2:</a></p>	<p>The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.2.In.b</a>: Organize a plan into a logical sequence that fits the purpose of the writing.</li> <li>• <a href="#">LA.8.3.2.Su.b</a>: Organize writing into a logical sequence according to the purpose.</li> <li>• <a href="#">LA.8.3.2.Pa.a</a>: Make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.3.2.3:</a></p>	<p>The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.2.In.b</a>: Organize a plan into a logical sequence that fits the purpose of the writing.</li> <li>• <a href="#">LA.8.3.2.Su.b</a>: Organize writing into a logical sequence according to the purpose.</li> <li>• <a href="#">LA.8.3.2.Pa.a</a>: Make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.3.3.1:</a></p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.3.In.a</a>: Review the draft for content, focus, organization, and word choice, and use of simple and compound sentences to express ideas.</li> <li>• <a href="#">LA.8.3.3.Su.a</a>: Review the draft for clarity of content, organization, or word choice, and use of complete sentences to express ideas.</li> <li>• <a href="#">LA.8.3.3.Pa.a</a>: Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.3.3.2:</a></p>	<p>The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.3.In.b</a>: Improve connections between main ideas and details and modifying details to communicate the purpose.</li> <li>• <a href="#">LA.8.3.3.Su.b</a>: Improve connections between main idea and details with prompting.</li> <li>• <a href="#">LA.8.3.3.Pa.a</a>: Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.3.3.3:</a></p>	<p>The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.3.In.c</a>: Rearrange or change words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.</li> <li>• <a href="#">LA.8.3.3.Su.c</a>: Add descriptive words or details.</li> <li>• <a href="#">LA.8.3.3.Pa.a</a>: Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>



<p><a href="#"><u>LA.8.3.3.4:</u></a></p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.3.3.In.d:</u></a> Use tools and strategies (e.g. checklists, rubrics, dictionary, teacher review, peer review) to improve writing.</li> <li>• <a href="#"><u>LA.8.3.3.Su.d:</u></a> Use tools, strategies, and resources to improve the draft (e.g. teacher review, peer review, dictionary).</li> <li>• <a href="#"><u>LA.8.3.3.Pa.a:</u></a> Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.8.3.4.1:</u></a></p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.3.4.In.a:</u></a> Use correct spelling of high frequency words, phonetically regular words using spelling rules and orthographic patterns, and unknown words verified with a dictionary or other resource.</li> <li>• <a href="#"><u>LA.8.3.4.Su.a:</u></a> Use spelling of phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary.</li> <li>• <a href="#"><u>LA.8.3.4.Pa.a:</u></a> Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.8.3.4.2:</u></a></p>	<p>The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.3.4.In.b:</u></a> Use capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, and initial word of sentences.</li> <li>• <a href="#"><u>LA.8.3.4.Su.b:</u></a> Use capitalization, including proper nouns, the pronoun “I,” initial word of sentences, and days of the week.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.4.Pa.a</a>: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.3.4.3:</a></p>	<p>The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.4.In.c</a>: Use end punctuation, quotation marks in dialogue, and commas in dates.</li> <li>• <a href="#">LA.8.3.4.Su.c</a>: Use end punctuation (period and question mark) for sentences.</li> <li>• <a href="#">LA.8.3.4.Pa.a</a>: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.3.4.4:</a></p>	<p>The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.4.In.d</a>: Use singular and plural nouns.</li> <li>• <a href="#">LA.8.3.4.Su.d</a>: Use singular and plural nouns.</li> <li>• <a href="#">LA.8.3.4.Pa.a</a>: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.3.4.5:</a></p>	<p>The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.3.4.In.e</a>: Use verb tense and complete sentences.</li> <li>• <a href="#">LA.8.3.4.Su.e</a>: Use complete sentences.</li> <li>• <a href="#">LA.8.3.4.Pa.a</a>: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.</li> </ul>

<p><a href="#"><u>LA.8.3.5.1:</u></a></p>	<p>The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.3.5.In.a:</u></a> Prepare writing appropriate for the audience and purpose.</li> <li>• <a href="#"><u>LA.8.3.5.Su.a:</u></a> Prepare writing appropriate to the purpose.</li> <li>• <a href="#"><u>LA.8.3.5.Pa.a:</u></a> Effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.8.3.5.2:</u></a></p>	<p>The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.3.5.In.b:</u></a> Use margins and spacing to indicate paragraphs and other key features of text and graphics or illustrations as needed to enhance writing.</li> <li>• <a href="#"><u>LA.8.3.5.Su.b:</u></a> Use required spacing and margins and graphics or illustrations to support written text.</li> <li>• <a href="#"><u>LA.8.3.5.Pa.a:</u></a> Effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.8.3.5.3:</u></a></p>	<p>The student will share the writing with the intended audience.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.3.5.In.c:</u></a> Share writing with the intended audience.</li> <li>• <a href="#"><u>LA.8.3.5.Su.c:</u></a> Share writing with the intended audience.</li> <li>• <a href="#"><u>LA.8.3.5.Pa.a:</u></a> Effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.8.4.1.1:</u></a></p>	<p>The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures,</p>

	<p>expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.1.In.a</a>: Write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, and plot.</li> <li>• <a href="#">LA.8.4.1.Su.a</a>: Write narratives about events that include a main idea, descriptive details, characters, and a sequence of events.</li> <li>• <a href="#">LA.8.4.1.Pa.a</a>: Communicate information that tells about persons, objects, and activities.</li> </ul>
<p><a href="#">LA.8.4.1.2:</a></p>	<p>The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.1.In.b</a>: Write expressive forms (e.g. poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language.</li> <li>• <a href="#">LA.8.4.1.Su.b</a>: Write expressive forms (e.g. poems and skits) that include rhythm and rhyme, or dialogue using a guided format.</li> <li>• <a href="#">LA.8.4.1.Pa.b</a>: Recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.</li> </ul>
<p><a href="#">LA.8.4.2.1:</a></p>	<p>The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.2.In.a</a>: Write in a variety of expository forms (e.g. journal, log, summary).</li> <li>• <a href="#">LA.8.4.2.Su.a</a>: Write in a variety of expository forms (e.g., daily journal, log, summary).</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.2.Pa.a</a>: Communicate information about persons, objects, activities, or events using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.4.2.2:</a></p>	<p>The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.2.In.b</a>: Record information (e.g. lists, map labels, charts, graphs, legends) related to a topic.</li> <li>• <a href="#">LA.8.4.2.Su.b</a>: Record information (e.g. lists, map labels, charts) related to a topic.</li> <li>• <a href="#">LA.8.4.2.Pa.b</a>: Communicate information about classroom activities.</li> </ul>
<p><a href="#">LA.8.4.2.3:</a></p>	<p>The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.2.In.c</a>: Write expository paragraph that includes a topic sentence, supporting details and relevant information.</li> <li>• <a href="#">LA.8.4.2.Su.c</a>: Write expository text that includes a topic sentence and relevant information about the topic.</li> <li>• <a href="#">LA.8.4.2.Pa.d</a>: Express preferences and choices.</li> </ul>
<p><a href="#">LA.8.4.2.4:</a></p>	<p>The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.2.In.d</a>: Compose a friendly letter that includes a</li> </ul>

	<p>heading, salutation, body, closing, and signature, and write a formal letter using a model.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.2.Su.d</a>: Compose informal invitations, friendly messages and thank-you notes using a model.</li> <li>• <a href="#">LA.8.4.2.Pa.c</a>: Communicate greetings and invitations to others to engage in activities; and communicate appreciation.</li> </ul>
<p><a href="#">LA.8.4.2.5</a>:</p>	<p>The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.2.In.e</a>: Write functional text (e.g. three-step instructions or directions, recipes, labels, posters, graphs/tables).</li> <li>• <a href="#">LA.8.4.2.Su.e</a>: Write functional text (e.g. two-step directions, labels, basic recipes, informational posters).</li> <li>• <a href="#">LA.8.4.2.Pa.b</a>: Communicate information about classroom activities.</li> </ul>
<p><a href="#">LA.8.4.3.1</a>:</p>	<p>The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, message, paragraph) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.8.4.3.Su.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.8.4.3.Pa.a</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> </ul>
<p><a href="#">LA.8.4.3.2</a>:</p>	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering</p>

	<p>generalities, card stacking).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, message, paragraph) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.8.4.3.Su.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.8.4.3.Pa.a</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> </ul>
<p><a href="#">LA.8.5.1.1:</a></p>	<p>The student will use fluent and legible handwriting skills.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.5.1.In.a</a>: Use legible handwriting.</li> <li>• <a href="#">LA.8.5.1.Su.a</a>: Write words and sentences with proper spacing and sequencing.</li> <li>• <a href="#">LA.8.5.1.Pa.a</a>: Use pictures, symbols, or words to communicate meaning.</li> </ul>
<p><a href="#">LA.8.5.2.1:</a></p>	<p>The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.5.2.In.a</a>: Use effective listening skills and behaviors for a variety of purposes and demonstrate understanding through guided retelling and summarizing.</li> <li>• <a href="#">LA.8.5.2.Su.a</a>: Use effective listening skills and behaviors for a variety of purposes and use guided retelling to identify the topic and supporting details.</li> <li>• <a href="#">LA.8.5.2.Pa.a</a>: Listen and respond to verbal messages from a variety of speakers.</li> </ul>
<p><a href="#">LA.8.5.2.2:</a></p>	<p>The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the</p>

	<p>ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.5.2.In.b</a>: Use effective listening and speaking strategies for informal discussions, including but not limited to listening responsively, staying on topic, and respecting the viewpoints of others.</li> <li>• <a href="#">LA.8.5.2.Su.b</a>: Listen attentively, ask questions, and make relevant comments about the content in informal discussions and conversations.</li> <li>• <a href="#">LA.8.5.2.Pa.a</a>: Listen and respond to verbal messages from a variety of speakers.</li> </ul>
<p><a href="#">LA.8.5.2.3:</a></p>	<p>The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.5.2.In.c</a>: Manipulate oral language for clarity by adding or deleting words to express the same thought or idea.</li> <li>• <a href="#">LA.8.5.2.Su.c</a>: Choose words and phrases to orally express a message for a specified purpose.</li> <li>• <a href="#">LA.8.5.2.Pa.b</a>: Communicate information or preferences and respond purposefully in a variety of situations.</li> </ul>
<p><a href="#">LA.8.5.2.4:</a></p>	<p>The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.5.2.In.d</a>: Gather information and give brief speeches.</li> <li>• <a href="#">LA.8.5.2.Su.d</a>: Give informal oral presentations about a topic.</li> <li>• <a href="#">LA.8.5.2.Pa.b</a>: Communicate information or preferences and respond purposefully in a variety of situations.</li> </ul>
<p><a href="#">LA.8.5.2.5:</a></p>	<p>The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.5.2.In.e</a>: Use appropriate language choices, eye contact, body language, and gestures when presenting.</li> <li>• <a href="#">LA.8.5.2.Su.e</a>: Use appropriate language choices, body language, and eye contact when presenting.</li> <li>• <a href="#">LA.8.5.2.Pa.b</a>: Communicate information or preferences and respond purposefully in a variety of situations.</li> </ul>
<p><a href="#">LA.8.6.1.1:</a></p>	<p>The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.6.1.In.a</a>: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).</li> <li>• <a href="#">LA.8.6.1.Su.a</a>: Identify information in text features (e.g. title, illustrations and graphics, table of contents, headings).</li> <li>• <a href="#">LA.8.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to complete consumer or other real-world tasks.</li> </ul>
<p><a href="#">LA.8.6.1.2:</a></p>	<p>The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.6.1.In.a</a>: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).</li> <li>• <a href="#">LA.8.6.1.Su.b</a>: Use easy-to-read informational materials (e.g. consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, make decisions, and perform tasks.</li> <li>• <a href="#">LA.8.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to complete consumer or other real-world tasks.</li> </ul>

<p><a href="#"><u>LA.8.6.1.3:</u></a></p>	<p>The student will create a technical manual or solve a problem.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.6.1.In.b:</u></a> Identify and use multiple sources of information (e.g. consumer, workplace, other real-world situations) to carry out procedures, solve problems, and make decisions.</li> <li>• <a href="#"><u>LA.8.6.1.Su.b:</u></a> Use easy-to-read informational materials (e.g. consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, make decisions, and perform tasks.</li> <li>• <a href="#"><u>LA.8.6.1.Pa.a:</u></a> Use familiar pictures, symbols, or words to complete consumer or other real-world tasks.</li> </ul>
<p><a href="#"><u>LA.8.6.2.1:</u></a></p>	<p>The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.6.2.In.a:</u></a> Select a topic, adapt a predetermined search plan and use evaluative criteria (e.g. relevance, special features) to locate information in references and other resources.</li> <li>• <a href="#"><u>LA.8.6.2.Su.a:</u></a> Select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources.</li> <li>• <a href="#"><u>LA.8.6.2.Pa.a:</u></a> Select a person or object to learn about and use a teacher recommended source for information.</li> </ul>
<p><a href="#"><u>LA.8.6.2.2:</u></a></p>	<p>The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.6.2.In.b:</u></a> Record and organize information by topic using multiple sources (e.g. digital and print texts, maps, charts,</li> </ul>

	<p>graphs, photographs) and check factual information in reference materials.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.6.2.Su.b</a>: Read and record information from references or other sources to answer search questions.</li> <li>• <a href="#">LA.8.6.2.Pa.b</a>: Obtain information about a selected person or object and seek assistance to clarify meaning of pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.6.2.3</a>:</p>	<p>The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.6.2.In.c</a>: Write a report that includes main idea(s) and relevant details in an organized sequence, a concluding statement, and a list of sources used.</li> <li>• <a href="#">LA.8.6.2.Su.c</a>: Write a simple report that includes a title, main idea and details, relevant illustrations and graphics, a closing statement, and a list of sources used.</li> <li>• <a href="#">LA.8.6.2.Pa.c</a>: Communicate information about persons, objects, activities, or events using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.8.6.2.4</a>:</p>	<p>The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.6.2.In.d</a>: Record bibliographic data using a template and identify ethical practices for using information (e.g. knowing the difference between copying material from a text, using own words).</li> <li>• <a href="#">LA.8.6.2.Su.d</a>: Record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student).</li> <li>• <a href="#">LA.8.6.2.Pa.d</a>: Identify objects, books or print materials that belong to others.</li> </ul>

<p><a href="#"><u>LA.8.6.3.1:</u></a></p>	<p>The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.6.3.In.a:</u></a> Identify how production elements (e.g. graphics, color, sound) are used to enhance communication in media.</li> <li>• <a href="#"><u>LA.8.6.3.Su.a:</u></a> Recognize production elements of color, sound, and motion used in media.</li> <li>• <a href="#"><u>LA.8.6.3.Pa.a:</u></a> Respond to production elements of motion, sound, and color used in media.</li> </ul>
<p><a href="#"><u>LA.8.6.3.2:</u></a></p>	<p>The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.6.3.In.b:</u></a> Use media with graphics, sound, or color to communicate information on a topic.</li> <li>• <a href="#"><u>LA.8.6.3.Su.b:</u></a> Use media with sound or color to complete tasks.</li> <li>• <a href="#"><u>LA.8.6.3.Pa.a:</u></a> Use media to obtain information.</li> </ul>
<p><a href="#"><u>LA.8.6.3.3:</u></a></p>	<p>The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.8.6.3.In.c:</u></a> Identify persuasive techniques (e.g. word choice, emotional appeal, appeal to authority) in text.</li> <li>• <a href="#"><u>LA.8.6.3.Su.c:</u></a> Identify examples of basic persuasive techniques (e.g. emotional appeal, appeal to authority).</li> <li>• <a href="#"><u>LA.8.6.3.Pa.a:</u></a> Use media to obtain information.</li> </ul>
<p><a href="#"><u>LA.8.6.4.1:</u></a></p>	<p>The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.6.4.In.a</a>: Use appropriate available technologies to enhance communication.</li> <li>• <a href="#">LA.8.6.4.Su.a</a>: Use appropriate available technologies to enhance communication.</li> <li>• <a href="#">LA.8.6.4.Pa.a</a>: Use appropriate available technologies to enhance communication.</li> </ul>
<p><a href="#">LA.8.6.4.2</a>:</p>	<p>The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.8.6.4.In.b</a>: Select and use technology tools to publish and present information on a topic.</li> <li>• <a href="#">LA.8.6.4.Su.b</a>: Use technology tools to present a topic or story with text and graphics.</li> <li>• <a href="#">LA.8.6.4.Pa.b</a>: Use a technology tool to communicate information to a familiar person in various settings.</li> </ul>



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# Course: 7810012 Access M/J Language Arts 2

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## BASIC INFORMATION

Course Number:	7810012
Course Title:	Access M/J Language Arts 2
Course Abbreviated Title:	Access M/J Language Arts 2
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(72) Supported(72) Participatory(46)

<a href="#">LA.7.1.5.1:</a>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <a href="#">LA.7.1.5.In.a:</a> Read text with accuracy.</li><li>• <a href="#">LA.7.1.5.Su.a:</a> Read text with high frequency sight words and phonetically regular words with accuracy.</li><li>• <a href="#">LA.7.1.5.Pa.a:</a> Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities.</li><li>• <a href="#">LA.7.1.5.Pa.b:</a> Identify pictures or symbols paired with words</li></ul>
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	to indicate the next step in familiar daily activities.
<a href="#">LA.7.1.6.1:</a>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.a:</a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.7.1.6.Su.a:</a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.7.1.6.Pa.a:</a> Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.7.1.6.2:</a>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.b:</a> Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.7.1.6.Su.b:</a> Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.7.1.6.Pa.b:</a> Listen and respond to stories and informational text.</li> </ul>
<a href="#">LA.7.1.6.3:</a>	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.c:</a> Use context clues and graphics to determine meaning of unknown words.</li> <li>• <a href="#">LA.7.1.6.Su.c:</a> Use context clues and illustrations to determine meaning of unknown words.</li> <li>• <a href="#">LA.7.1.6.Pa.c:</a> Identify persons, objects, and actions by name or characteristic.</li> </ul>
<a href="#">LA.7.1.6.4:</a>	<p>The student will categorize key vocabulary and identify salient features;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.7.1.6.Su.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.7.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in familiar school activities.</li> </ul>
<a href="#">LA.7.1.6.5:</a>	<p>The student will relate new vocabulary to familiar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.7.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.7.1.6.Pa.b</a>: Listen and respond to stories and informational text.</li> </ul>
<a href="#">LA.7.1.6.6:</a>	<p>The student will distinguish denotative and connotative meanings of words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.f</a>: Use phonics skills to decode words with special vowel spellings.</li> <li>• <a href="#">LA.7.1.6.Su.f</a>: Use phonics skills to decode phonetically regular multi-syllabic words.</li> <li>• <a href="#">LA.7.1.6.Pa.b</a>: Listen and respond to stories and informational text.</li> </ul>
<a href="#">LA.7.1.6.7:</a>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.g</a>: Recognize and use prefixes (mis-, in-) and suffixes (-er).</li> <li>• <a href="#">LA.7.1.6.Su.g</a>: Recognize common abbreviations.</li> <li>• <a href="#">LA.7.1.6.Su.h</a>: Recognize and use common suffixes (-s, -es).</li> <li>• <a href="#">LA.7.1.6.Pa.b</a>: Listen and respond to stories and informational text.</li> </ul>
<a href="#">LA.7.1.6.8:</a>	<p>The student will identify advanced word/phrase relationships and their meanings;</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.h</a>: Determine the meaning of a word with multiple meanings (e.g., homographs) in context.</li> <li>• <a href="#">LA.7.1.6.Su.i</a>: Recognize synonyms, antonyms, and homophones.</li> <li>• <a href="#">LA.7.1.6.Pa.b</a>: Listen and respond to stories and informational text.</li> </ul>
<p><a href="#">LA.7.1.6.9:</a></p>	<p>The student will determine the correct meaning of words with multiple meanings in context;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.i</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.7.1.6.Su.j</a>: Determine the meaning of unknown words using a picture dictionary and digital tools.</li> <li>• <a href="#">LA.7.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in familiar school activities.</li> </ul>
<p><a href="#">LA.7.1.6.10:</a></p>	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.i</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.7.1.6.Su.j</a>: Determine the meaning of unknown words using a picture dictionary and digital tools.</li> <li>• <a href="#">LA.7.1.6.Pa.c</a>: Identify persons, objects, and actions by name or characteristic.</li> </ul>
<p><a href="#">LA.7.1.6.11:</a></p>	<p>The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.i</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.7.1.6.Su.j</a>: Determine the meaning of unknown words</li> </ul>

	<p>using a picture dictionary and digital tools.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in familiar school activities.</li> </ul>
<p><a href="#">LA.7.1.7.1</a>:</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.7.In.a</a>: Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. table of contents, headings, simple charts and maps, text styles) to make and</li> <li>• <a href="#">LA.7.1.7.Su.a</a>: Use background knowledge of the subject and text features (e.g. illustrations, title, table of contents) to make and confirm predictions of content of reading selections.</li> <li>• <a href="#">LA.7.1.7.Pa.a</a>: Identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities.</li> </ul>
<p><a href="#">LA.7.1.7.2</a>:</p>	<p>The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.7.In.b</a>: Confirm predictions of content and purpose of reading selections.</li> <li>• <a href="#">LA.7.1.7.In.c</a>: Identify the author’s purpose (e.g. to inform, entertain, persuade) in a variety of texts and use the information to construct meaning.</li> <li>• <a href="#">LA.7.1.7.Su.b</a>: Identify the author’s purpose (e.g., tell a story, give information, explain how to do something, elicit feelings) in texts.</li> <li>• <a href="#">LA.7.1.7.Pa.b</a>: Respond accurately and consistently to pictures or symbols paired with words used to guide classroom activities.</li> </ul>

<p><a href="#"><u>LA.7.1.7.3:</u></a></p>	<p>The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.7.1.7.In.g:</u></a> Identify the theme in fiction or nonfiction selections.</li> <li>• <a href="#"><u>LA.7.1.7.Su.c:</u></a> Determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened.</li> <li>• <a href="#"><u>LA.7.1.7.Pa.c:</u></a> Recognize details in read-aloud stories and informational text.</li> </ul>
<p><a href="#"><u>LA.7.1.7.4:</u></a></p>	<p>The student will identify cause-and-effect relationships in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.7.1.7.In.d:</u></a> Determine the main idea or essential message in text through identifying relevant details and facts.</li> <li>• <a href="#"><u>LA.7.1.7.Su.d:</u></a> Identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers.</li> <li>• <a href="#"><u>LA.7.1.7.Pa.d:</u></a> Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.</li> </ul>
<p><a href="#"><u>LA.7.1.7.5:</u></a></p>	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.7.1.7.In.e:</u></a> Identify cause and effect relationships in stories and informational text.</li> <li>• <a href="#"><u>LA.7.1.7.Su.e:</u></a> Identify fiction and nonfiction selections based on a theme (e.g. bravery, friendship).</li> <li>• <a href="#"><u>LA.7.1.7.Pa.e:</u></a> Recognize familiar read-aloud stories with a</li> </ul>

	<p>theme (e.g., caring).</p>
<p><a href="#">LA.7.1.7.6:</a></p>	<p>The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.7.In.f:</a> Identify text structures (e.g. comparison/contrast, explicit cause and effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers.</li> <li>• <a href="#">LA.7.1.7.Su.e:</a> Identify fiction and nonfiction selections based on a theme (e.g. bravery, friendship).</li> <li>• <a href="#">LA.7.1.7.Pa.f:</a> Use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.</li> </ul>
<p><a href="#">LA.7.1.7.7:</a></p>	<p>The student will compare and contrast elements in multiple texts; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.7.In.h:</a> Identify similarities and differences in characters, actions, or settings in two texts.</li> <li>• <a href="#">LA.7.1.7.Su.d:</a> Identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers.</li> <li>• <a href="#">LA.7.1.7.Pa.e:</a> Recognize familiar read-aloud stories with a theme (e.g., caring).</li> </ul>
<p><a href="#">LA.7.1.7.8:</a></p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.7.Su.f:</a> Use strategies to repair comprehension,</li> </ul>

	<p>including but not limited to re-reading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.7.Pa.d</a>: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.</li> </ul>
<p><a href="#">LA.7.2.1.1:</a></p>	<p>The student will identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.a</a>: Identify differences in characteristics of various genres of literature (e.g. fiction, poetry, drama).</li> <li>• <a href="#">LA.7.2.1.Su.a</a>: Identify basic characteristics of various genres of literature (e.g. fiction, poetry).</li> <li>• <a href="#">LA.7.2.1.Pa.a</a>: Use pictures, symbols, or words to identify characters, objects, and actions in read-aloud literature (e.g. fiction, poetry).</li> </ul>
<p><a href="#">LA.7.2.1.2:</a></p>	<p>The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.b</a>: Identify setting, plot structure, theme, and elements of character development (e.g. dialogue, thoughts, actions) in works of literature.</li> <li>• <a href="#">LA.7.2.1.Su.b</a>: Identify characters, setting, events, and main problem and solution in read-aloud literature.</li> <li>• <a href="#">LA.7.2.1.Pa.b</a>: Recognize rhythm, sounds and words in read-aloud poetry, songs, and stories.</li> </ul>
<p><a href="#">LA.7.2.1.3:</a></p>	<p>The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.c</a>: Identify literary devices (e.g. sound, descriptive language, line length, illustrations) in poetry.</li> <li>• <a href="#">LA.7.2.1.Su.c</a>: Identify literary devices (e.g. words that describe people, objects, feelings) in poetry, drama, and stories.</li> <li>• <a href="#">LA.7.2.1.Pa.c</a>: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. friendship).</li> </ul>
<a href="#">LA.7.2.1.4:</a>	<p>The student will identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.d</a>: Identify themes (e.g. bravery, friendship, caring) in fiction, poetry, or drama.</li> <li>• <a href="#">LA.7.2.1.Su.d</a>: Identify fiction stories, poetry, or drama based on a theme (e.g. bravery, friendship).</li> <li>• <a href="#">LA.7.2.1.Pa.d</a>: Recognize words that describe people, objects, and actions in read-aloud literature.</li> </ul>
<a href="#">LA.7.2.1.5:</a>	<p>The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.e</a>: Write a reflection that describes how the literature selection connects to life experiences and impacts the reader.</li> <li>• <a href="#">LA.7.2.1.Su.e</a>: Write a reflection for a literature selection that describes how the story connects to life experiences.</li> <li>• <a href="#">LA.7.2.1.Pa.e</a>: Select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<a href="#">LA.7.2.1.6:</a>	<p>The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.f</a>: Write a review or brief report on two works of literature that identifies similarities and differences in theme or plot structure.</li> <li>• <a href="#">LA.7.2.1.Su.f</a>: Write a brief report on a literature selection that identifies similarities and differences in characters, settings, and actions.</li> <li>• <a href="#">LA.7.2.1.Pa.e</a>: Select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<a href="#">LA.7.2.1.7:</a>	<p>The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.g</a>: Identify literary devices (e.g. sound, descriptive language) in drama and stories.</li> <li>• <a href="#">LA.7.2.1.Su.g</a>: Recognize the meaning of common idioms (e.g. green thumb) and figurative language (e.g. pretty as a picture) in literature.</li> <li>• <a href="#">LA.7.2.1.Pa.b</a>: Recognize rhythm, sounds and words in read-aloud poetry, songs, and stories.</li> </ul>
<a href="#">LA.7.2.1.8:</a>	<p>The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.h</a>: Identify information about the historical time periods reflected in literary works.</li> <li>• <a href="#">LA.7.2.1.Su.h</a>: Identify information about characters, settings, and events reflected in historical stories.</li> <li>• <a href="#">LA.7.2.1.Pa.c</a>: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. friendship).</li> </ul>
<a href="#">LA.7.2.1.9:</a>	<p>The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.i</a>: Identify differences in vocabulary and language of contemporary and historical texts.</li> <li>• <a href="#">LA.7.2.1.Su.i</a>: Identify differences in vocabulary used in historical stories.</li> <li>• <a href="#">LA.7.2.1.Pa.c</a>: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. friendship).</li> </ul>
<p><a href="#">LA.7.2.1.10</a>:</p>	<p>The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.1.In.j</a>: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.7.2.1.Su.j</a>: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.7.2.1.Pa.e</a>: Select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.7.2.2.1</a>:</p>	<p>The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.2.In.a</a>: Locate information in text features (e.g. table of contents, headings, simple charts and maps, text styles, glossary).</li> <li>• <a href="#">LA.7.2.2.Su.a</a>: Identify information in text features (e.g. illustrations, title, table of contents, headings).</li> <li>• <a href="#">LA.7.2.2.Pa.a</a>: Recognize persons, objects, and actions in</li> </ul>



	<p>read-aloud informational text.</p>
<p><a href="#">LA.7.2.2.2:</a></p>	<p>The student will use information from the text to state the main idea and/or provide relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.2.In.b:</a> Use information from nonfiction text to identify the main idea and supporting details.</li> <li>• <a href="#">LA.7.2.2.Su.b:</a> Use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g. who, what, where, when, what happened).</li> <li>• <a href="#">LA.7.2.2.Pa.b:</a> Respond purposefully to pictures or symbols paired with words used to guide classroom activities.</li> </ul>
<p><a href="#">LA.7.2.2.3:</a></p>	<p>The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.2.In.c:</a> Organize information to show understanding (e.g. using graphic organizers, guided retelling).</li> <li>• <a href="#">LA.7.2.2.Su.c:</a> Organize information to show understanding (e.g. using simple graphic organizers).</li> <li>• <a href="#">LA.7.2.2.Pa.c:</a> Recognize pictures or symbols paired with words depicting a sequence in familiar activities.</li> </ul>
<p><a href="#">LA.7.2.2.4:</a></p>	<p>The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.2.In.d:</a> Identify a variety of nonfiction text (e.g. reference materials, dictionaries, newspapers, magazines, instructions).</li> <li>• <a href="#">LA.7.2.2.Su.d:</a> Identify a variety of nonfiction text (e.g. easy-to-read reference materials, dictionaries, magazines).</li> <li>• <a href="#">LA.7.2.2.Pa.d:</a> Select nonfiction materials based on interest</li> </ul>

	<p>and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</p>
<p><a href="#">LA.7.2.2.5:</a></p>	<p>The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.2.2.In.e:</a> Select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.7.2.2.Su.e:</a> Select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.7.2.2.Pa.d:</a> Select nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.7.3.1.1:</a></p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.1.In.a:</a> Generate ideas through a variety of activities (e.g. brainstorming, graphic organizers, group discussions, reviewing printed material.</li> <li>• <a href="#">LA.7.3.1.Su.a:</a> Generate ideas through a variety of activities (e.g., responding to prompts, viewing pictures, reading text, group discussion) to plan for writing.</li> <li>• <a href="#">LA.7.3.1.Pa.a:</a> Select a person, object, activity, or event as the topic of communication.</li> </ul>

<p><a href="#">LA.7.3.1.2:</a></p>	<p>The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.1.In.b:</a> Identify the purpose (e.g. inform, entertain, persuade, explain) and intended audience for the writing.</li> <li>• <a href="#">LA.7.3.1.Su.b:</a> Identify the purpose and the intended audience for writing.</li> <li>• <a href="#">LA.7.3.1.Pa.a:</a> Select a person, object, activity, or event as the topic of communication.</li> </ul>
<p><a href="#">LA.7.3.1.3:</a></p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.1.In.c:</a> Use graphic organizers, charts and outlines to organize main ideas and relevant supporting details into a logical sequence.</li> <li>• <a href="#">LA.7.3.1.Su.c:</a> Use graphic organizers to arrange main ideas and details in a logical sequence.</li> <li>• <a href="#">LA.7.3.1.Pa.a:</a> Select a person, object, activity, or event as the topic of communication.</li> </ul>
<p><a href="#">LA.7.3.2.1:</a></p>	<p>The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.2.In.a:</a> Use a prewriting plan to develop main ideas and supporting details.</li> <li>• <a href="#">LA.7.3.2.Su.a:</a> Use a prewriting plan to develop ideas related to the topic.</li> <li>• <a href="#">LA.7.3.2.Pa.a:</a> Make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.2.2:</a></p>	<p>The student will draft writing by organizing information into a logical</p>

	<p>sequence and combining or deleting sentences to enhance clarity; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.2.In.b</a>: Organize writing in a clear and logical sequence.</li> <li>• <a href="#">LA.7.3.2.Su.b</a>: Organize writing in a logical sequence according to purpose.</li> <li>• <a href="#">LA.7.3.2.Pa.a</a>: Make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.2.3:</a></p>	<p>The student will draft writing by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.2.In.b</a>: Organize writing in a clear and logical sequence.</li> <li>• <a href="#">LA.7.3.2.Su.b</a>: Organize writing in a logical sequence according to purpose.</li> <li>• <a href="#">LA.7.3.2.Pa.a</a>: Make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.3.1:</a></p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.3.In.a</a>: Review for clarity of content, focus, organization, and word choice and use of simple and compound sentences to express ideas.</li> <li>• <a href="#">LA.7.3.3.Su.a</a>: Review the draft for clarity of content and organization and use of complete sentences to express ideas.</li> <li>• <a href="#">LA.7.3.3.Pa.a</a>: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</li> </ul>

<p><a href="#">LA.7.3.3.2:</a></p>	<p>The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.3.In.b</a>: Improve connections between main ideas and details and modifying details to communicate the purpose.</li> <li>• <a href="#">LA.7.3.3.Su.b</a>: Clarify connections between main idea and details with prompting.</li> <li>• <a href="#">LA.7.3.3.Pa.a</a>: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.3.3:</a></p>	<p>The student will revise by creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.3.In.c</a>: Change words and sentences to clarify the meaning or add interest using resources and reference materials to select more precise vocabulary.</li> <li>• <a href="#">LA.7.3.3.Su.c</a>: Add descriptive words or details.</li> <li>• <a href="#">LA.7.3.3.Pa.a</a>: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.3.4:</a></p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.3.In.d</a>: Use tools and strategies (e.g. checklists, rubrics, teacher or peer review) to improve the writing.</li> <li>• <a href="#">LA.7.3.3.Su.d</a>: Use tools, strategies, and resources to improve the draft (e.g. teacher or peer review, dictionary).</li> <li>• <a href="#">LA.7.3.3.Pa.a</a>: Adjust information communicated about persons and objects when necessary by selecting different</li> </ul>

	<p>pictures, symbols, or words.</p>
<p><a href="#">LA.7.3.4.1:</a></p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.4.In.a:</a> Use correct spelling of high frequency and phonetically regular words, using a dictionary or other resource as necessary.</li> <li>• <a href="#">LA.7.3.4.Su.b:</a> Use correct spelling of common phonetically regular words (e.g., CVC, CVCe) and high frequency words, using a word bank, dictionary, or other resource as necessary.</li> <li>• <a href="#">LA.7.3.4.Pa.a:</a> Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.4.2:</a></p>	<p>The student will edit for correct use of capitalization, including regional names (e.g., East Coast), historical events and documents;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.4.In.b:</a> Use capitalization, including proper nouns, the pronoun “I,” days of the week, months of the year, and initial word of sentences.</li> <li>• <a href="#">LA.7.3.4.Su.c:</a> Use capitalization, including proper nouns, the pronoun “I,” and the initial word of sentences.</li> <li>• <a href="#">LA.7.3.4.Pa.a:</a> Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.4.3:</a></p>	<p>The student will edit for correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.4.In.c</a>: Use commas in dates and end punctuation for sentences.</li> <li>• <a href="#">LA.7.3.4.Su.a</a>: Use left to right progression and sequencing.</li> <li>• <a href="#">LA.7.3.4.Pa.a</a>: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.4.4:</a></p>	<p>The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.4.In.d</a>: Use correct verb tense and complete sentences.</li> <li>• <a href="#">LA.7.3.4.Su.d</a>: Use end punctuation (period) for sentences.</li> <li>• <a href="#">LA.7.3.4.Pa.a</a>: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.4.5:</a></p>	<p>The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.4.In.d</a>: Use correct verb tense and complete sentences.</li> <li>• <a href="#">LA.7.3.4.Su.e</a>: Use of complete sentences.</li> <li>• <a href="#">LA.7.3.4.Pa.a</a>: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.3.5.1:</a></p>	<p>The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.5.In.a</a>: Prepare writing in a format appropriate to audience and purpose.</li> <li>• <a href="#">LA.7.3.5.Su.a</a>: Prepare writing appropriate to the purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.5.Pa.a</a>: Effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.</li> </ul>
<a href="#">LA.7.3.5.2:</a>	<p>The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.5.In.b</a>: Use required spacing and margins and graphics and illustrations as needed.</li> <li>• <a href="#">LA.7.3.5.Su.b</a>: Use required spacing and graphics or illustrations as needed.</li> <li>• <a href="#">LA.7.3.5.Pa.a</a>: Effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.</li> </ul>
<a href="#">LA.7.3.5.3:</a>	<p>The student will share the writing with the intended audience.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.3.5.In.c</a>: Share writing with the intended audience.</li> <li>• <a href="#">LA.7.3.5.Su.c</a>: Share writing with the intended audience.</li> <li>• <a href="#">LA.7.3.5.Pa.a</a>: Effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.</li> </ul>
<a href="#">LA.7.4.1.1:</a>	<p>The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.1.In.a</a>: Write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, setting, and plot.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.1.Su.a</a>: Write narratives about events or experiences that include a main idea, characters, and sequence of events.</li> <li>• <a href="#">LA.7.4.1.Pa.a</a>: Communicate information that tells about familiar persons, objects, and events.</li> </ul>
<p><a href="#">LA.7.4.1.2:</a></p>	<p>The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.1.In.b</a>: Produce expressive forms (e.g. poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language.</li> <li>• <a href="#">LA.7.4.1.Su.b</a>: Contribute to group writing of expressive forms (e.g. poems, skits) using predictable patterns of rhythm and rhyme and dialogue.</li> <li>• <a href="#">LA.7.4.1.Pa.b</a>: Recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.</li> </ul>
<p><a href="#">LA.7.4.2.1:</a></p>	<p>The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.2.In.a</a>: Write in a variety of expository forms (e.g. journal, log, article, brief report).</li> <li>• <a href="#">LA.7.4.2.Su.a</a>: Write in a variety of expository forms (e.g. daily journal, log, summary).</li> <li>• <a href="#">LA.7.4.2.Pa.a</a>: Communicate information about the persons, objects, or activities using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.4.2.2:</a></p>	<p>The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.2.In.b</a>: Record information (e.g. observations, notes, lists, labels, charts, graphs) related to a topic.</li> <li>• <a href="#">LA.7.4.2.Su.b</a>: Record information (e.g. lists, labels, charts) related to a topic.</li> <li>• <a href="#">LA.7.4.2.Pa.b</a>: Communicate information about classroom activities.</li> </ul>
<a href="#">LA.7.4.2.3</a> :	<p>The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.2.In.c</a>: Write an expository paragraph that includes a topic sentence, supporting details, and relevant information.</li> <li>• <a href="#">LA.7.4.2.Su.c</a>: Write expository text that includes a topic sentence and relevant information about the topic.</li> <li>• <a href="#">LA.7.4.2.Pa.c</a>: Use gestures and expressions to greet or invite others to engage in an activity or communicate appreciation.</li> </ul>
<a href="#">LA.7.4.2.4</a> :	<p>The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.2.In.d</a>: Compose a friendly letter, message, invitation, and thank-you note and write a formal letter using a model.</li> <li>• <a href="#">LA.7.4.2.Su.d</a>: Compose invitations, messages, and thank-you notes using a model.</li> <li>• <a href="#">LA.7.4.2.Pa.d</a>: Express preferences and choices.</li> </ul>
<a href="#">LA.7.4.2.5</a> :	<p>The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.2.In.e</a>: Write functional text (e.g. three-step instructions or directions, recipes, labels, posters, graphs).</li> <li>• <a href="#">LA.7.4.2.Su.e</a>: Write functional text (e.g. two-step directions, basic recipes, informational posters).</li> <li>• <a href="#">LA.7.4.2.Pa.a</a>: Communicate information about the persons, objects, or activities using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.4.3.1:</a></p>	<p>The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, message, paragraph) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.7.4.3.Su.b</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> <li>• <a href="#">LA.7.4.3.Pa.c</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> </ul>
<p><a href="#">LA.7.4.3.2:</a></p>	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, message, paragraph) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.7.4.3.Su.b</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> <li>• <a href="#">LA.7.4.3.Pa.c</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> </ul>

<p><a href="#">LA.7.5.1.1:</a></p>	<p>The student will use fluent and legible handwriting skills.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.5.1.In.a:</a> Use legible handwriting.</li> <li>• <a href="#">LA.7.5.1.Su.a:</a> Write words and sentences with proper spacing and sequencing</li> <li>• <a href="#">LA.7.5.1.Pa.a:</a> Use pictures, symbols, or words to communicate meaning.</li> </ul>
<p><a href="#">LA.7.5.2.1:</a></p>	<p>The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.5.2.In.a:</a> Use effective listening strategies for informal discussions, including but not limited to responsive listening, staying on topic, and respecting the viewpoints of others.</li> <li>• <a href="#">LA.7.5.2.Su.a:</a> Use effective listening strategies for informal discussions, including but not limited to paying attention, asking questions, making relevant comments, and respecting others.</li> <li>• <a href="#">LA.7.5.2.Pa.a:</a> Listen and respond to verbal messages from familiar speakers.</li> </ul>
<p><a href="#">LA.7.5.2.2:</a></p>	<p>The student will analyze persuasive techniques in both formal and informal speech; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.5.2.In.b:</a> Identify examples of persuasive techniques (e.g. word choice, emotional appeal, appeal to authority).</li> <li>• <a href="#">LA.7.5.2.Su.b:</a> Identify examples of persuasive techniques (e.g. emotional appeal, appeal to authority).</li> <li>• <a href="#">LA.7.5.2.Pa.b:</a> Respond purposefully to persuasive communication from a familiar person.</li> </ul>
<p><a href="#">LA.7.5.2.3:</a></p>	<p>The student will organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language</p>

	<p>choices, body language, eye contact, gestures, and the use of supporting graphics and technology.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.5.2.In.c</a>: Give brief speeches to inform using appropriate language choices, eye contact, and body language.</li> <li>• <a href="#">LA.7.5.2.Su.c</a>: Give informal oral presentations about topics or experiences using appropriate language choices and body language.</li> <li>• <a href="#">LA.7.5.2.Pa.c</a>: Use language to express information or preferences in a variety of activities.</li> </ul>
<p><a href="#">LA.7.6.1.1:</a></p>	<p>The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.1.In.a</a>: Locate information in text features (e.g. table of contents, headings, simple charts and maps, text styles, glossary).</li> <li>• <a href="#">LA.7.6.1.Su.a</a>: Identify information in text features (e.g. illustrations, title, table of contents, headings).</li> <li>• <a href="#">LA.7.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.</li> </ul>
<p><a href="#">LA.7.6.1.2:</a></p>	<p>The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.1.In.b</a>: Use sources of information (e.g. consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions.</li> <li>• <a href="#">LA.7.6.1.Su.b</a>: Use easy-to-read informational materials (e.g. consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks.</li> <li>• <a href="#">LA.7.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to</li> </ul>

	<p>complete tasks in classroom or school activities.</p>
<p><a href="#">LA.7.6.1.3:</a></p>	<p>The student will create a technical manual or solve a problem.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.1.In.b:</a> Use sources of information (e.g. consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions.</li> <li>• <a href="#">LA.7.6.1.Su.b:</a> Use easy-to-read informational materials (e.g. consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks.</li> <li>• <a href="#">LA.7.6.1.Pa.a:</a> Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.</li> </ul>
<p><a href="#">LA.7.6.2.1:</a></p>	<p>The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.2.In.a:</a> Identify a topic for inquiry and use a predetermined search plan and evaluative criteria (e.g. relevance, special features) to select references and other resources.</li> <li>• <a href="#">LA.7.6.2.Su.a:</a> Select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources.</li> <li>• <a href="#">LA.7.6.2.Pa.a:</a> Select a person, object, or activity to learn about and use a teacher recommended source for information.</li> </ul>
<p><a href="#">LA.7.6.2.2:</a></p>	<p>The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.2.In.b</a>: Locate and use information and determine whether content in informational materials is accurate by matching to a reliable source.</li> <li>• <a href="#">LA.7.6.2.Su.b</a>: Use references or other sources to identify relevant information to answer search questions.</li> <li>• <a href="#">LA.7.6.2.Pa.b</a>: Obtain information about the selected person, object, or activity and seek assistance to clarify meaning of pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.6.2.3</a>:</p>	<p>The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.2.In.c</a>: Write a report that includes a title, main idea(s) and relevant details in an organized sequence, a closing statement, and a list of sources used.</li> <li>• <a href="#">LA.7.6.2.Su.c</a>: Write a simple report supported by relevant illustrations and graphics with a title, and a list of sources used.</li> <li>• <a href="#">LA.7.6.2.Pa.c</a>: Communicate information about the selected person or object using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.7.6.2.4</a>:</p>	<p>The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.2.In.d</a>: Record simple bibliographic data and identify ethical practices for using information (e.g. not claiming ownership of others' ideas).</li> <li>• <a href="#">LA.7.6.2.Su.d</a>: Record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g. not copying from another student).</li> <li>• <a href="#">LA.7.6.2.Pa.d</a>: Identify objects, books, and print materials that belong to others.</li> </ul>
<p><a href="#">LA.7.6.3.1</a>:</p>	<p>The student will analyze ways that production elements (e.g.,</p>

	<p>graphics, color, motion, sound, digital technology) affect communication across the media;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.3.In.a</a>: Identify how production elements (e.g. graphics, color, sound) are used to enhance communication in media.</li> <li>• <a href="#">LA.7.6.3.Su.a</a>: Recognize production elements (e.g. motion, sound, color) used in media.</li> <li>• <a href="#">LA.7.6.3.Pa.a</a>: Respond to production elements (e.g. sound, color, motion) used in media.</li> </ul>
<p><a href="#">LA.7.6.3.2:</a></p>	<p>The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.3.In.b</a>: Select and use media to enhance communication.</li> <li>• <a href="#">LA.7.6.3.Su.b</a>: Use media to enhance communication.</li> <li>• <a href="#">LA.7.6.3.Pa.a</a>: Use media to obtain information.</li> </ul>
<p><a href="#">LA.7.6.3.3:</a></p>	<p>The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.3.In.c</a>: Recognize persuasive techniques (e.g. word choice, emotional appeal, appeal to authority) in text.</li> <li>• <a href="#">LA.7.6.3.Su.c</a>: Recognize examples of basic persuasive techniques (e.g. emotional appeal, appeal to authority).</li> <li>• <a href="#">LA.7.6.3.Pa.a</a>: Use media to obtain information.</li> </ul>
<p><a href="#">LA.7.6.4.1:</a></p>	<p>The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.4.In.a</a>: Use appropriate available technologies to enhance communication.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.4.Su.a</a>: Use appropriate available technologies to enhance communication.</li> <li>• <a href="#">LA.7.6.4.Pa.a</a>: Use an appropriate available technology to enhance communication.</li> </ul>
<p><a href="#">LA.7.6.4.2</a>:</p>	<p>The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.6.4.In.b</a>: Use digital tools and media to present a topic or story.</li> <li>• <a href="#">LA.7.6.4.Su.b</a>: Use digital tools and media to present a topic or story.</li> <li>• <a href="#">LA.7.6.4.Pa.b</a>: Use a technology tool to communicate information in various settings.</li> </ul>



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# Course: 7810011 Access M/J Language Arts 1

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## BASIC INFORMATION

Course Number:	7810011
Course Title:	Access M/J Language Arts 1
Course Abbreviated Title:	Access M/J Language Arts 1
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas »
Course Length:	Year
Status:	State Board Approved

## RELATED ACCESS POINTS: Independent(72) Supported(68) Participatory(43)

<a href="#">LA.6.1.5.1:</a>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <a href="#">LA.6.1.5.In.a:</a> Read text with accuracy.</li><li>• <a href="#">LA.6.1.5.Su.a:</a> Read text with high frequency sight words and phonetically regular words with accuracy.</li><li>• <a href="#">LA.6.1.5.Pa.a:</a> Accurately and consistently identify pictures or symbols paired with words in stories and daily activities.</li><li>• <a href="#">LA.6.1.5.Pa.b:</a> Identify pictures or symbols paired with words to indicate the next step in familiar daily activities.</li></ul>
<a href="#">LA.6.1.6.1:</a>	<p>The student will use new vocabulary that is introduced and taught</p>

	<p>directly;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.6.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.6.1.6.Pa.a</a>: Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.6.1.6.2:</a></p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.b</a>: Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.6.1.6.Su.b</a>: Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.6.1.6.Pa.b</a>: Listen and respond to stories and informational text.</li> </ul>
<p><a href="#">LA.6.1.6.3:</a></p>	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.c</a>: Use context clues and graphics to determine meaning of unknown words.</li> <li>• <a href="#">LA.6.1.6.Su.c</a>: Use context clues and illustrations to determine meaning of unknown words.</li> <li>• <a href="#">LA.6.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.</li> </ul>
<p><a href="#">LA.6.1.6.4:</a></p>	<p>The student will categorize key vocabulary and identify salient features;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.6.1.6.Su.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.6.1.6.Pa.c</a>: Identify familiar persons, objects and actions</li> </ul>

	by name.
<a href="#">LA.6.1.6.5:</a>	<p>The student will relate new vocabulary to familiar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.6.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.6.1.6.Pa.a</a>: Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.6.1.6.6:</a>	<p>The student will distinguish denotative and connotative meanings of words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.f</a>: Use phonics skills to decode complex word families (e.g. -ieve).</li> <li>• <a href="#">LA.6.1.6.Su.f</a>: Use phonics skills to decode words with common consonant blends, consonant and vowel digraphs, and r-controlled vowels.</li> <li>• <a href="#">LA.6.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.</li> </ul>
<a href="#">LA.6.1.6.7:</a>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.g</a>: Recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals.</li> <li>• <a href="#">LA.6.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.6.1.6.Pa.a</a>: Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.6.1.6.8:</a>	<p>The student will identify advanced word/phrase relationships and their meanings;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.6.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.6.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.</li> </ul>
<p><a href="#">LA.6.1.6.9</a>:</p>	<p>The student will determine the correct meaning of words with multiple meanings in context;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.h</a>: Determine the correct meaning of a word with multiple meanings (e.g. homographs) in context.</li> <li>• <a href="#">LA.6.1.6.Su.h</a>: Recognize common synonyms and antonyms</li> <li>• <a href="#">LA.6.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.</li> </ul>
<p><a href="#">LA.6.1.6.10</a>:</p>	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.i</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.6.1.6.Su.i</a>: Determine the meaning of unknown words using a picture dictionary and digital tools.</li> <li>• <a href="#">LA.6.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.</li> </ul>
<p><a href="#">LA.6.1.6.11</a>:</p>	<p>The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.6.In.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.6.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.6.1.6.Pa.a</a>: Respond to new vocabulary that is introduced</li> </ul>

	and taught directly.
<p><a href="#"><u>LA.6.1.7.1:</u></a></p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.6.1.7.In.a:</u></a> Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. Table of contents, headings, simple charts, maps) to make and confirm predictions of content and purpose of reading selections.</li> <li>• <a href="#"><u>LA.6.1.7.In.h:</u></a> Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.</li> <li>• <a href="#"><u>LA.6.1.7.Su.a:</u></a> Use background knowledge of the subject and text features (e.g. illustrations, title) to make predictions of content of reading selections.</li> <li>• <a href="#"><u>LA.6.1.7.Pa.a:</u></a> Identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities.</li> </ul>
<p><a href="#"><u>LA.6.1.7.2:</u></a></p>	<p>The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.6.1.7.In.b:</u></a> Identify the author’s purpose (e.g. to inform, entertain, persuade) using key words, phrases and graphics in text.</li> <li>• <a href="#"><u>LA.6.1.7.Su.b:</u></a> Identify the author’s purpose (e.g. tell a story, give information, elicit feelings) in a variety of texts with graphics.</li> <li>• <a href="#"><u>LA.6.1.7.Pa.b:</u></a> Respond to pictures or symbols paired with words used to guide classroom activities.</li> </ul>

<p><a href="#"><u>LA.6.1.7.3:</u></a></p>	<p>The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.6.1.7.In.c:</u></a> Determine the main idea or essential message in text through identifying relevant details and facts</li> <li>• <a href="#"><u>LA.6.1.7.Su.c:</u></a> Determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when.</li> <li>• <a href="#"><u>LA.6.1.7.Pa.c:</u></a> Recognize details in read-aloud stories and informational text.</li> </ul>
<p><a href="#"><u>LA.6.1.7.4:</u></a></p>	<p>The student will identify cause-and-effect relationships in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.6.1.7.In.d:</u></a> Identify cause and effect relationships in stories and informational text.</li> <li>• <a href="#"><u>LA.6.1.7.Su.d:</u></a> Identify explicit cause and effect relationships in read-aloud stories and informational text.</li> <li>• <a href="#"><u>LA.6.1.7.Pa.d:</u></a> Use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities.</li> </ul>
<p><a href="#"><u>LA.6.1.7.5:</u></a></p>	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.6.1.7.In.e:</u></a> Identify text structures (e.g. comparison/contrast, explicit cause/effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers.</li> <li>• <a href="#"><u>LA.6.1.7.Su.d:</u></a> Identify explicit cause and effect relationships in read-aloud stories and informational text.</li> <li>• <a href="#"><u>LA.6.1.7.Pa.d:</u></a> Use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities.</li> </ul>

<p><a href="#">LA.6.1.7.6:</a></p>	<p>The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.7.In.f:</a> Identify the theme in fiction or nonfiction selections.</li> <li>• <a href="#">LA.6.1.7.Su.e:</a> Identify fiction or nonfiction selections based on a theme.</li> <li>• <a href="#">LA.6.1.7.Pa.e:</a> Recognize familiar read-aloud stories with a theme (e.g. friendship).</li> </ul>
<p><a href="#">LA.6.1.7.7:</a></p>	<p>The student will compare and contrast elements in multiple texts; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.7.In.g:</a> Identify similarities and differences in characters, actions, or settings in two texts.</li> <li>• <a href="#">LA.6.1.7.Su.f:</a> Identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers.</li> <li>• <a href="#">LA.6.1.7.Pa.e:</a> Recognize familiar read-aloud stories with a theme (e.g. friendship).</li> </ul>
<p><a href="#">LA.6.1.7.8:</a></p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.1.7.In.h:</a> Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.</li> <li>• <a href="#">LA.6.1.7.Su.g:</a> Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded.</li> <li>• <a href="#">LA.6.1.7.Pa.f:</a> Use a resource when necessary to clarify</li> </ul>



	<p>meaning of pictures, symbols, or words in classroom activities.</p>
<p><a href="#">LA.6.2.1.1:</a></p>	<p>The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.a:</a> Identify characteristics of various genres of literature (e.g. fiction, poetry, drama).</li> <li>• <a href="#">LA.6.2.1.Su.a:</a> Identify basic characteristics of various genres of literature (e.g. fiction, poetry).</li> <li>• <a href="#">LA.6.2.1.Pa.a:</a> Identify characters, objects, actions, and feelings in read-aloud literature.</li> </ul>
<p><a href="#">LA.6.2.1.2:</a></p>	<p>The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.b:</a> Identify characters, setting, plot structure, and theme in works of literature.</li> <li>• <a href="#">LA.6.2.1.Su.b:</a> Identify characters, setting, events, and main problem in read-aloud works of literature.</li> <li>• <a href="#">LA.6.2.1.Pa.a:</a> Identify characters, objects, actions, and feelings in read-aloud literature.</li> </ul>
<p><a href="#">LA.6.2.1.3:</a></p>	<p>The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.c:</a> Identify literary devices (e.g. sound, descriptive language) that communicate feelings and meaning.</li> <li>• <a href="#">LA.6.2.1.Su.c:</a> Identify literary devices (e.g. words that describe people, objects, feelings) in literature.</li> <li>• <a href="#">LA.6.2.1.Pa.b:</a> Recognize rhythm, sounds, and words in read-</li> </ul>

	aloud poetry and stories.
<a href="#">LA.6.2.1.4:</a>	<p>The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.d:</a> Identify themes (e.g. bravery, friendship, caring) in fiction.</li> <li>• <a href="#">LA.6.2.1.Su.d:</a> Identify stories or drama based on a theme (e.g. bravery, friendship).</li> <li>• <a href="#">LA.6.2.1.Pa.c:</a> Recognize familiar read-aloud stories with a theme (e.g. friendship).</li> </ul>
<a href="#">LA.6.2.1.5:</a>	<p>The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.e:</a> Write a reflection that describes how the characters, problem/solution, or theme in a literature selection connect to life experiences.</li> <li>• <a href="#">LA.6.2.1.Su.e:</a> Write a reflection that relates the main idea or problem/solution in a read-a-loud literature selection to life experiences.</li> <li>• <a href="#">LA.6.2.1.Pa.d:</a> Use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature.</li> </ul>
<a href="#">LA.6.2.1.6:</a>	<p>The student will write a book report, review, or critique that compares two or more works by the same author;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.f:</a> Write a brief review or report on literature that includes a description of characters, setting, plot structure (e.g. problem/solution and sequence of events), and theme.</li> <li>• <a href="#">LA.6.2.1.Su.f:</a> Write a brief report or review of a story with illustrations that identifies characters, settings, events, or main problem.</li> <li>• <a href="#">LA.6.2.1.Pa.d:</a> Use pictures, symbols, or words to identify</li> </ul>

	<p>characters, objects, actions, and feelings from familiar read-aloud literature.</p>
<p><a href="#">LA.6.2.1.7:</a></p>	<p>The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.g:</a> Recognize the meaning of common idioms (e.g. hands off) and figurative language (e.g. runs like a deer).</li> <li>• <a href="#">LA.6.2.1.Su.g:</a> Recognize the meaning of common idioms (e.g. cross your fingers).</li> <li>• <a href="#">LA.6.2.1.Pa.d:</a> Use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature.</li> </ul>
<p><a href="#">LA.6.2.1.8:</a></p>	<p>The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.h:</a> Identify examples of past and present language in literature of different historical periods.</li> <li>• <a href="#">LA.6.2.1.Su.h:</a> Recognize language in familiar stories reflecting different historical periods.</li> <li>• <a href="#">LA.6.2.1.Pa.d:</a> Use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature.</li> </ul>
<p><a href="#">LA.6.2.1.9:</a></p>	<p>The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.i:</a> Identify themes (e.g., growing up, solving problems) in fiction texts of different historical periods.</li> <li>• <a href="#">LA.6.2.1.Su.i:</a> Identify stories of different historical periods based on a theme (e.g. growing up).</li> <li>• <a href="#">LA.6.2.1.Pa.d:</a> Use pictures, symbols, or words to identify</li> </ul>

	<p>characters, objects, actions, and feelings from familiar read-aloud literature.</p>
<p><a href="#">LA.6.2.1.10:</a></p>	<p>The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.1.In.j</a>: Select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.6.2.1.Su.j</a>: Select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.6.2.1.Pa.e</a>: Select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.6.2.2.1:</a></p>	<p>The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.2.In.a</a>: Identify information provided in text features</li> <li>• <a href="#">LA.6.2.2.In.f</a>: Identify information included in text features</li> <li>• <a href="#">LA.6.2.2.Su.a</a>: Use information from read-aloud nonfiction text to answer questions about the main idea and supporting details .</li> <li>• <a href="#">LA.6.2.2.Su.e</a>: Recognize pictures or symbols paired with words in informational text used to guide classroom activities.</li> <li>• <a href="#">LA.6.2.2.Pa.a</a>: Respond purposefully to pictures or symbols paired with words used to guide classroom activities.</li> </ul>
<p><a href="#">LA.6.2.2.2:</a></p>	<p>The student will use information from the text to answer questions</p>

	<p>related to the main idea or relevant details, maintaining chronological or logical order;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.2.In.b</a>: Use information from nonfiction text to answer questions related to the main idea and supporting details.</li> <li>• <a href="#">LA.6.2.2.Su.b</a>: Organize information to show understanding</li> <li>• <a href="#">LA.6.2.2.Pa.a</a>: Respond purposefully to pictures or symbols paired with words used to guide classroom activities.</li> </ul>
<p><a href="#">LA.6.2.2.3:</a></p>	<p>The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.2.In.c</a>: Organize information to show understanding</li> <li>• <a href="#">LA.6.2.2.Su.b</a>: Organize information to show understanding</li> <li>• <a href="#">LA.6.2.2.Pa.b</a>: Recognize pictures, or symbols paired with words depicting a sequence in familiar activities.</li> </ul>
<p><a href="#">LA.6.2.2.4:</a></p>	<p>The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.2.In.d</a>: Identify a variety of nonfiction text</li> <li>• <a href="#">LA.6.2.2.Su.c</a>: Identify a variety of nonfiction text</li> <li>• <a href="#">LA.6.2.2.Pa.b</a>: Recognize pictures, or symbols paired with words depicting a sequence in familiar activities.</li> </ul>
<p><a href="#">LA.6.2.2.5:</a></p>	<p>The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.6.2.2.In.e</a>: Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.6.2.2.Su.d</a>: Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.6.2.2.Pa.c</a>: Select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.6.3.1.1:</a></p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.1.In.a</a>: Generate ideas through a variety of activities</li> <li>• <a href="#">LA.6.3.1.In.d</a>: Generate ideas through a variety of activities (e.g. responding to prompts, viewing pictures, listening to text, group discussion).</li> <li>• <a href="#">LA.6.3.1.Su.b</a>: Determine the main topic and details.</li> <li>• <a href="#">LA.6.3.1.Su.c</a>: Select a familiar person, object, activity, or event as the topic of communication.</li> <li>• <a href="#">LA.6.3.1.Pa.a</a>: Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.1.2:</a></p>	<p>The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.1.In.b</a>: Identify the purpose (e.g. inform, tell a story, entertain) and intended audience for writing.</li> <li>• <a href="#">LA.6.3.1.Su.a</a>: Identify the purpose and intended audience for writing.</li> <li>• <a href="#">LA.6.3.1.Pa.a</a>: Make an initial attempt to communicate</li> </ul>

	<p>information about a familiar person, object, activity, or event using pictures, symbols, or words.</p>
<p><a href="#">LA.6.3.1.3:</a></p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.1.In.c:</a> Use graphic organizers, outlines, or charts to create a plan for writing that identifies the main idea and supporting details.</li> <li>• <a href="#">LA.6.3.1.Su.a:</a> Identify the purpose and intended audience for writing.</li> <li>• <a href="#">LA.6.3.1.Pa.a:</a> Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.2.1:</a></p>	<p>The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.2.In.a:</a> Use a prewriting plan to develop the main idea and supporting details.</li> <li>• <a href="#">LA.6.3.2.Su.a:</a> Organize the ideas according to the purpose.</li> <li>• <a href="#">LA.6.3.2.Pa.a:</a> Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.2.2:</a></p>	<p>The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.2.In.b:</a> Organize ideas into a logical sequence.</li> <li>• <a href="#">LA.6.3.2.Su.a:</a> Organize the ideas according to the purpose.</li> <li>• <a href="#">LA.6.3.2.Pa.a:</a> Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</li> </ul>

<p><a href="#"><u>LA.6.3.2.3:</u></a></p>	<p>The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.6.3.2.In.a:</u></a> Use a prewriting plan to develop the main idea and supporting details.</li> <li>• <a href="#"><u>LA.6.3.2.Su.a:</u></a> Organize the ideas according to the purpose.</li> <li>• <a href="#"><u>LA.6.3.2.Pa.a:</u></a> Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.6.3.3.1:</u></a></p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.6.3.3.In.a:</u></a> Review for clarity of content, organization, and word choice and use of simple and compound sentences to express ideas.</li> <li>• <a href="#"><u>LA.6.3.3.Su.a:</u></a> Review draft to clarify content and use of complete sentences to express ideas.</li> <li>• <a href="#"><u>LA.6.3.3.Pa.a:</u></a> Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.6.3.3.2:</u></a></p>	<p>The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.6.3.3.In.b:</u></a> Improve connections between main ideas and details and adding details needed to communicate the purpose.</li> <li>• <a href="#"><u>LA.6.3.3.Su.b:</u></a> Improve the connection between main ideas and details.</li> <li>• <a href="#"><u>LA.6.3.3.Pa.a:</u></a> Adjust information communicated about a</li> </ul>



	<p>familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</p>
<p><a href="#">LA.6.3.3.3:</a></p>	<p>The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.3.In.c:</a> Change words and add transitional words to clarify meaning or add interest using resources and materials to select appropriate vocabulary.</li> <li>• <a href="#">LA.6.3.3.Su.c:</a> Add descriptive words or details.</li> <li>• <a href="#">LA.6.3.3.Pa.a:</a> Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.3.4:</a></p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.3.In.d:</a> Use tools and strategies (e.g. checklists, teacher review, peer review) to improve the draft.</li> <li>• <a href="#">LA.6.3.3.Su.d:</a> Use tools, strategies, and resources to improve the draft (e.g. teacher or peer review, dictionary).</li> <li>• <a href="#">LA.6.3.3.Pa.a:</a> Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.4.1:</a></p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.4.In.a:</a> Use correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or</li> </ul>

	<p>other resource as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.4.Su.a</a>: Use left to right progression and sequencing.</li> <li>• <a href="#">LA.6.3.4.Su.b</a>: Use correct spelling of words, using a word bank, dictionary, or other resource as necessary.</li> <li>• <a href="#">LA.6.3.4.Pa.a</a>: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.4.2:</a></p>	<p>The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.4.In.b</a>: Use capitalization including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences.</li> <li>• <a href="#">LA.6.3.4.Su.c</a>: Use capitalization of proper names; the pronoun “I,” and the initial word of sentences.</li> <li>• <a href="#">LA.6.3.4.Pa.a</a>: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.4.3:</a></p>	<p>The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.4.In.c</a>: Use end punctuation (period, question mark, exclamation point) for sentences.</li> <li>• <a href="#">LA.6.3.4.Su.d</a>: Use end punctuation (period) in complete sentences.</li> <li>• <a href="#">LA.6.3.4.Pa.a</a>: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.4.4:</a></p>	<p>The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.4.In.d</a>: Use singular and plural nouns.</li> <li>• <a href="#">LA.6.3.4.Su.c</a>: Use capitalization of proper names; the pronoun “I,” and the initial word of sentences.</li> <li>• <a href="#">LA.6.3.4.Pa.a</a>: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.4.5:</a></p>	<p>The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.4.In.e</a>: Use correct verb tense and complete sentences.</li> <li>• <a href="#">LA.6.3.4.Su.e</a>: Use complete sentences.</li> <li>• <a href="#">LA.6.3.4.Pa.a</a>: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.5.1:</a></p>	<p>The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.5.In.a</a>: Prepare writing in a format appropriate to audience and purpose.</li> <li>• <a href="#">LA.6.3.5.Su.a</a>: Prepare writing in a format appropriate to audience and purpose.</li> <li>• <a href="#">LA.6.3.5.Pa.a</a>: Effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.3.5.2:</a></p>	<p>The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.5.In.a</a>: Prepare writing in a format appropriate to audience and purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.5.Su.b</a>: Use spacing and margins as required in the final product.</li> <li>• <a href="#">LA.6.3.5.Pa.a</a>: Effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<a href="#">LA.6.3.5.3</a> :	<p>The student will share the writing with the intended audience.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.3.5.In.c</a>: Share writing with the intended audience.</li> <li>• <a href="#">LA.6.3.5.Su.c</a>: Share writing with the intended audience.</li> <li>• <a href="#">LA.6.3.5.Pa.a</a>: Effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<a href="#">LA.6.4.1.1</a> :	<p>The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.1.In.a</a>: Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting.</li> <li>• <a href="#">LA.6.4.1.Su.a</a>: Write narratives about persons, objects, and events that include a main idea and characters by creating stories supported by pictures.</li> <li>• <a href="#">LA.6.4.1.Pa.a</a>: Communicate information that tells about familiar persons, objects, and events.</li> </ul>
<a href="#">LA.6.4.1.2</a> :	<p>The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.1.In.b</a>: Write expressive forms (e.g. poems, skits) that include rhythm and rhyme, dialogue, and appropriate format.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.1.Su.b</a>: Contribute to group writing of poetry, rhymes, or skits.</li> <li>• <a href="#">LA.6.4.1.Pa.b</a>: Recognize rhythm, sounds, and words in familiar poetry, songs, and rhymes.</li> </ul>
<p><a href="#">LA.6.4.2.1:</a></p>	<p>The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.2.In.a</a>: Write in a variety of expository forms (e.g. journal, log, newsletter article).</li> <li>• <a href="#">LA.6.4.2.Su.a</a>: Write in an expository form (e.g. daily journal, log).</li> <li>• <a href="#">LA.6.4.2.Pa.a</a>: Communicate information about persons or objects using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.4.2.2:</a></p>	<p>The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.2.In.b</a>: Record information (e.g. observations, notes, lists, labels, charts) related to a topic.</li> <li>• <a href="#">LA.6.4.2.Su.b</a>: Record information (e.g. lists, labels, observations, charts) related to a topic.</li> <li>• <a href="#">LA.6.4.2.Pa.b</a>: Communicate information about classroom activities.</li> </ul>
<p><a href="#">LA.6.4.2.3:</a></p>	<p>The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.2.In.c</a>: Write an expository paragraph that includes a topic sentence and relevant information.</li> <li>• <a href="#">LA.6.4.2.Su.c</a>: Write expository text, with illustrations or</li> </ul>

	<p>graphics, that includes information about the topic.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.2.Pa.a</a>: Communicate information about persons or objects using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.6.4.2.4</a>:</p>	<p>The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.2.In.d</a>: Compose a friendly letter, invitation, message, thank-you note, and a formal letter using a model.</li> <li>• <a href="#">LA.6.4.2.Su.d</a>: Compose invitations, messages, and thank-you notes using a model.</li> <li>• <a href="#">LA.6.4.2.Pa.c</a>: Use gestures and expressions to greet or invite others to engage in an activity or express appreciation.</li> </ul>
<p><a href="#">LA.6.4.2.5</a>:</p>	<p>The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.2.In.e</a>: Write functional text (e.g. two-step instructions, directions, recipes, labels, graphs).</li> <li>• <a href="#">LA.6.4.2.Su.e</a>: Produce functional text supported by pictures (e.g., two-step directions, information signs, basic recipes).</li> <li>• <a href="#">LA.6.4.2.Pa.d</a>: Express preferences and choices.</li> </ul>
<p><a href="#">LA.6.4.3.1</a>:</p>	<p>The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.3.Su.a</a>: Describe a favorite topic and list reasons why that topic is the favorite.</li> <li>• <a href="#">LA.6.4.3.Pa.a</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> </ul>
<p><a href="#">LA.6.4.3.2:</a></p>	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.6.4.3.Su.a</a>: Describe a favorite topic and list reasons why that topic is the favorite.</li> <li>• <a href="#">LA.6.4.3.Pa.a</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> </ul>
<p><a href="#">LA.6.5.1.1:</a></p>	<p>The student will use fluent and legible handwriting skills.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.5.1.In.a</a>: Use legible handwriting.</li> <li>• <a href="#">LA.6.5.1.Su.a</a>: Write words using upper case and lower case letters, proper spacing, and sequencing.</li> <li>• <a href="#">LA.6.5.1.Pa.a</a>: Use pictures, symbols, or words to communicate meaning.</li> </ul>
<p><a href="#">LA.6.5.2.1:</a></p>	<p>The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.5.2.In.a</a>: Listen and gain information for a variety of purposes including but not limited to identifying main idea, supporting details (e.g. who, what, where, when, how, why), and sequence of events.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.6.5.2.Su.a</a>: Listen and gain information for a variety of purposes including but not limited to determining main idea, supporting details (e.g. who, what, where, and when), and sequence of events.</li> <li>• <a href="#">LA.6.5.2.Pa.a</a>: Listen and gain information for different purposes (e.g. instruction in daily tasks).</li> </ul>
<p><a href="#">LA.6.5.2.2:</a></p>	<p>The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.5.2.In.b</a>: Give oral presentations about topics using appropriate language choices, body language, and eye contact.</li> <li>• <a href="#">LA.6.5.2.Su.b</a>: Give informal oral presentations to retell stories or personal experiences using appropriate language choices and body language.</li> <li>• <a href="#">LA.6.5.2.Pa.b</a>: Use language to communicate information in classroom activities.</li> </ul>
<p><a href="#">LA.6.6.1.1:</a></p>	<p>The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.1.In.a</a>: Locate information in text features (e.g. table of contents, headings, simple charts and maps, text styles, glossary)</li> <li>• <a href="#">LA.6.6.1.Su.a</a>: Identify information in text features (e.g. illustrations, title, table of contents, headings).</li> <li>• <a href="#">LA.6.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.</li> </ul>
<p><a href="#">LA.6.6.1.2:</a></p>	<p>The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a</p>



	<p>decision; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.1.In.b</a>: Use sources of information (e.g., consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions.</li> <li>• <a href="#">LA.6.6.1.Su.b</a>: Use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks.</li> <li>• <a href="#">LA.6.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.</li> </ul>
<p><a href="#">LA.6.6.1.3</a>:</p>	<p>The student will create a technical manual or solve a problem.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.1.In.b</a>: Use sources of information (e.g., consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions.</li> <li>• <a href="#">LA.6.6.1.Su.b</a>: Use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks.</li> <li>• <a href="#">LA.6.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.</li> </ul>
<p><a href="#">LA.6.6.2.1</a>:</p>	<p>The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.2.In.a</a>: Select a topic for inquiry and use a predetermined search plan to select reference materials (e.g. nonfiction books, dictionaries, digital references, software).</li> <li>• <a href="#">LA.6.6.2.Su.a</a>: Ask questions for a search on a topic and locate information in teacher-recommended digital or print references or other sources.</li> <li>• <a href="#">LA.6.6.2.Pa.a</a>: Select an object to explore and use a teacher-</li> </ul>

	recommended source for information.
<a href="#">LA.6.6.2.2:</a>	<p>The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.2.In.b:</a> Identify information from references to answer search questions.</li> <li>• <a href="#">LA.6.6.2.Su.b:</a> Use information from teacher-recommended references or other sources to answer search questions.</li> <li>• <a href="#">LA.6.6.2.Pa.b:</a> Select pictures, symbols, or words that relate to the selected object or picture and seek assistance to clarify meaning of pictures, symbols, or words.</li> </ul>
<a href="#">LA.6.6.2.3:</a>	<p>The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.2.In.c:</a> Write a report that includes a title, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used.</li> <li>• <a href="#">LA.6.6.2.Su.c:</a> Write a simple report that includes a title, relevant details, illustrations or graphics, and a list of sources used.</li> <li>• <a href="#">LA.6.6.2.Pa.c:</a> Communicate information about the selected object or picture using pictures, symbols, or words.</li> </ul>
<a href="#">LA.6.6.2.4:</a>	<p>The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.2.In.d:</a> Record simple bibliographic data and identify ethical practices for using information (e.g. not claiming ownership of others' ideas).</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.2.Su.d</a>: Identify the titles of references or other sources used to answer search questions.</li> <li>• <a href="#">LA.6.6.2.Pa.d</a>: Identify objects, books, and print material that belong to others.</li> </ul>
<a href="#">LA.6.6.3.1:</a>	<p>The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.3.In.a</a>: Identify how production elements (e.g. graphics, color, sound) enhance communication in media.</li> <li>• <a href="#">LA.6.6.3.Su.a</a>: Recognize production elements (e.g. color, sound, motion) used in media.</li> <li>• <a href="#">LA.6.6.3.Pa.a</a>: Respond to production elements (e.g. motion, sound, color) used in media.</li> </ul>
<a href="#">LA.6.6.3.2:</a>	<p>The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.3.In.b</a>: Select media to enhance communication.</li> <li>• <a href="#">LA.6.6.3.Su.b</a>: Use teacher-recommended media to communicate information.</li> <li>• <a href="#">LA.6.6.3.Pa.a</a>: Respond to production elements (e.g. motion, sound, color) used in media.</li> </ul>
<a href="#">LA.6.6.4.1:</a>	<p>The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.6.6.4.In.a</a>: Use appropriate available technologies to enhance communication.</li> <li>• <a href="#">LA.6.6.4.Su.a</a>: Use an appropriate available technology to enhance communication.</li> <li>• <a href="#">LA.6.6.4.Pa.a</a>: Use an appropriate available technology to enhance communication.</li> </ul>

**LA.6.6.4.2:**

The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

**Access Points:**

- **LA.6.6.4.In.b:** Use digital tools for publishing or presenting a topic or story with text and graphics.
- **LA.6.6.4.Su.b:** Use digital tools to present a topic or story.
- **LA.6.6.4.Pa.b:** Use a technology tool to communicate information.



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**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7810010  
**Course Title:** Language Arts: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in language arts concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- language usage
- literature
- study skills
- reference skills
- applications in daily activities
- applications in the workplace

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.

- 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, but not replicate, many of the requirements for Grades 6-8 language arts in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Language Arts, Grades 6-8.

## Course Number: 7810010 - Language Arts: 6-8

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

**Course Number: 7810010 - Language Arts: 6-8**

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.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine 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 Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

- 1. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Word Identification Skills**

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lower case letters, recognition of visual forms of words in handwriting and print, letter/sound relationships, distinguishing words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

- 1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  consonants                      \_\_\_  vowels                      \_\_\_  blends  
                    \_\_\_  patterns                      \_\_\_  syllables                      \_\_\_  other: \_\_\_\_\_

## Course Number: 7810010 - Language Arts: 6-8

- 1.3. Use structural analysis to identify the meaning of unknown written words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  compound words    \_\_\_\_\_  prefix    \_\_\_\_\_  suffix  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.4. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., “The boy rode a unicycle, a bicycle with one wheel.”). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  examples    \_\_\_\_\_  direct explanations    \_\_\_\_\_  synonyms  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.5. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  printed dictionary    \_\_\_\_\_  electronic dictionary  
          \_\_\_\_\_  person    \_\_\_\_\_  other: \_\_\_\_\_

## Frequently Used Words

- 1.6. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  common words and expressions  
          \_\_\_\_\_  concepts of time  
          \_\_\_\_\_  common objects and locations  
          \_\_\_\_\_  category words  
          \_\_\_\_\_  directional concepts  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.7. Identify the meaning of (oral or written) vocabulary related to school assignments (e.g., homework, test, multiple-choice, essay, revise, peer evaluation). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.8. Identify the meaning of (oral or written) vocabulary when completing academic tasks (e.g., poem, fiction, idioms, punctuation, proofreading, sequential order). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.9. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  personal hygiene—brush, floss, shower, deodorant  
          \_\_\_\_\_  finances—balance checkbook, budget  
          \_\_\_\_\_  caring for clothes—wash, dry clean  
          \_\_\_\_\_  purchasing items—discount, sale, tax, charge  
          \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7810010 - Language Arts: 6-8**

1.10. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, debit, balance  
\_\_\_\_\_  library—library card, check out, due date, late charge  
\_\_\_\_\_  volunteer service—organization, responsibilities, schedule  
\_\_\_\_\_  other: \_\_\_\_\_

1.11. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  indoor games      \_\_\_\_\_  outdoor activities      \_\_\_\_\_  sports  
\_\_\_\_\_  entertainment      \_\_\_\_\_  pets and plants      \_\_\_\_\_  hobbies  
\_\_\_\_\_  other: \_\_\_\_\_

**Signs and Symbols**

1.12. Identify the meaning of symbols and icons used on signs for buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  exit and entrance signs      \_\_\_\_\_  restroom signs  
\_\_\_\_\_  elevator signs      \_\_\_\_\_  other: \_\_\_\_\_

1.13. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  no smoking, danger, poison  
\_\_\_\_\_  do not use near water, for outside use only  
\_\_\_\_\_  shock, uses grounded outlets, 220 volts only  
\_\_\_\_\_  other: \_\_\_\_\_

1.14. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  order here      \_\_\_\_\_  cashier  
\_\_\_\_\_  no food or drink allowed      \_\_\_\_\_  no smoking  
\_\_\_\_\_  name of business      \_\_\_\_\_  hours of operation  
\_\_\_\_\_  proper attire required      \_\_\_\_\_  other: \_\_\_\_\_

1.15. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)

1.16. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

**Course Number: 7810010 - Language Arts: 6-8**

**Pictures**

- 1.17. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  furniture      \_\_\_\_\_  appliances      \_\_\_\_\_  interior design  
          \_\_\_\_\_  supplies      \_\_\_\_\_  entertainment      \_\_\_\_\_  other: \_\_\_\_\_
- 1.18. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  buildings      \_\_\_\_\_  signs      \_\_\_\_\_  landmarks      \_\_\_\_\_  persons  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.19. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.20. Identify features and events in complex pictures and photographs (e.g., in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)

**Abbreviations and Acronyms**

- 1.21. Identify abbreviations for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  linear—ft., mi., m., yd.      \_\_\_\_\_  area—sq. ft., sq. yd., sq. mi.  
          \_\_\_\_\_  weight—oz., lb.      \_\_\_\_\_  volume—c., tbs., tsp.  
          \_\_\_\_\_  time—min., hr., Tues., Dec.      \_\_\_\_\_  other: \_\_\_\_\_
- 1.22. Identify abbreviations for locations (e.g., when addressing an envelope, when looking up an address in a phone book, when reading an address). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  streets—Rd., Blvd., St.      \_\_\_\_\_  states—FL, CA  
          \_\_\_\_\_  post office—PO      \_\_\_\_\_  buildings—Apt., Bldg.  
          \_\_\_\_\_  countries—USA, UK      \_\_\_\_\_  other: \_\_\_\_\_
- 1.23. Identify familiar abbreviations and acronyms for agencies and organizations (e.g., sending information by overnight mail, reading articles in the newspaper, watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  medical organizations—Health Maintenance Organization (HMO)  
          \_\_\_\_\_  government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)  
          \_\_\_\_\_  mail services—United Parcel Service (UPS), United States Postal Services (USPS)  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

1.24. Identify familiar abbreviations for titles (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  personal—Mr., Ms. \_\_\_\_\_  degrees—Ph.D., M.Ed., B.S.  
\_\_\_\_\_  professional—C.P.A., M.D. \_\_\_\_\_  other: \_\_\_\_\_

1.25. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., locating a radio or television station in the newspaper schedule, locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  radio—WFSU \_\_\_\_\_  television—WPBS  
\_\_\_\_\_  web addresses—www.firm.edu

1.26. Identify the meaning of familiar abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community

**2. Use comprehension skills and strategies to increase understanding of information in text (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic clues, rereading, scanning).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt \_\_\_\_\_ verbal prompt \_\_\_\_\_ visual prompt  
\_\_\_ assistive technology \_\_\_\_\_ supervision \_\_\_\_\_ other: \_\_\_\_\_

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**Visuals, Passages, and Documents**

2.1. Paraphrase the meaning of (oral or written) sentences or phrases to clarify meaning (e.g., repeating directions, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  statements \_\_\_\_\_  questions \_\_\_\_\_  directions  
\_\_\_\_\_  commands \_\_\_\_\_  requests  
\_\_\_\_\_  other: \_\_\_\_\_

2.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., finding information for a report, finding a recipe for dessert, finding information on a person). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  key words \_\_\_\_\_  dates \_\_\_\_\_  numbers  
\_\_\_\_\_  charts \_\_\_\_\_  graphs \_\_\_\_\_  pictures  
\_\_\_\_\_  maps \_\_\_\_\_  answers to questions  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

- 2.3. Use skills and strategies to identify relevant information in a text or visual diagram by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  match to a list of key information—dates, names, locations  
          \_\_\_\_\_  match to questions to be answered  
          \_\_\_\_\_  scan chapter titles and subtitles for specific words or phrases  
          \_\_\_\_\_  scan pictures or graphics for specific information  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.4. Use skills and strategies to identify irrelevant information in a text or visual diagram. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  asking yourself “How does this fit?”  
          \_\_\_\_\_  asking yourself “Is it needed?”  
          \_\_\_\_\_  comparing to similar examples or a model  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.5. Use skills and strategies to determine the main idea of a paragraph, section, or document. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify the first sentence or topic      \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  identify information that is repeated      \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.6. Use skills and strategies to distinguish whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  match information with other sources  
          \_\_\_\_\_  look for words such as *always, never*  
          \_\_\_\_\_  identify words that indicate feelings or emotions  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.7. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify exaggerations      \_\_\_\_\_  identify false claims  
          \_\_\_\_\_  evaluate realism      \_\_\_\_\_  other: \_\_\_\_\_
- 2.8. Use skills and strategies to relate and integrate new (oral or written) information with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify common elements or situations  
          \_\_\_\_\_  distinguish what is different  
          \_\_\_\_\_  relate new information to concepts already understood  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.9. Use skills and strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  create a first letter mnemonic      \_\_\_\_\_  make a visual association  
          \_\_\_\_\_  determine order of events      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

- 2.10. Predict outcomes or conclusions related to (oral or written) information based on previous knowledge to increase understanding (e.g., identifying cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)

**Using Information Resources**

- 2.11. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  newspapers  magazines  television  
 radio  people  Internet  
 other: \_\_\_\_\_

- 2.12. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  newspapers  magazines  television  
 radio  people  Internet  
 other: \_\_\_\_\_

- 2.13. Identify types of information in reference books or resources to accomplish functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  atlas—road maps, distance charts, state capitals, population  
 dictionary—definitions, spelling, syllabication  
 encyclopedia—general information by subject  
 textbook—information for instructional purposes  
 magazine or newspaper—current information by subject  
 directory—information lists by subject, agency, product  
 other: \_\_\_\_\_

- 2.14. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  atlas  dictionary  encyclopedia  
 textbook  magazine  newspaper  
 directory  other: \_\_\_\_\_

- 2.15. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  book—introduction, chapter titles  
 magazines—titles, page numbers, authors  
 newspaper—sections, page numbers  
 other: \_\_\_\_\_

- 2.16. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., locating information about a topic of interest, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

**Course Number: 7810010 - Language Arts: 6-8**

- 2.17. Use an index to locate a subtopic by page number (e.g., locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.18. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

**Maps, Charts, and Graphs**

- 2.19. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify:  bar graphs       pie charts       tables  
 other: \_\_\_\_\_
- 2.20. Identify the meaning of information provided by map symbols (e.g., planning a travel route, learning about a specific location). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify:  roads       rivers, lakes       cities and towns  
 mileage       direction       airports, parks  
 other: \_\_\_\_\_
- 2.21. Find specified geographic areas or locations using a map (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify:  city, state map       atlas  
 other: \_\_\_\_\_

**Organizing Information**

- 2.22. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)  
Specify:  chronological       alphabetical  
 categorical       topic or subject  
 hierarchical or outlining       other: \_\_\_\_\_
- 2.23. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)  
Specify:  chronological       alphabetical  
 categorical       topic or subject  
 hierarchical or outlining       other: \_\_\_\_\_
- 2.24. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 2.25. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.26. Locate an item by date when completing functional tasks (e.g., identifying if a check has cleared, verifying a specific deposit, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)

**Course Number: 7810010 - Language Arts: 6-8**

- 2.27. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)
- 2.28. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)
- 2.29. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)
- 2.30. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, use keywords for a database search). (CL.B.1.In.3)
- 2.31. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 2.32. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a report). (CL.B.1.In.3)
- 2.33. Use graphic organizers to display relationships between and among ideas, events, or facts. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  concept map    \_\_\_\_\_  tree diagram    \_\_\_\_\_  flow chart  
          \_\_\_\_\_  semantic web    \_\_\_\_\_  other: \_\_\_\_\_

**3. Use speaking skills to express information appropriately in conversations and presentations (e.g., volume, stress, and pronunciation; eye contact and body language).**

- CO.A.1.In.1    initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1    initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:  
\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  sounds                      \_\_\_\_\_  gestures                      \_\_\_\_\_  facial expressions  
          \_\_\_\_\_  body language                      \_\_\_\_\_  hand signals                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

- 3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  initiating topics  
          \_\_\_\_\_  maintaining topics  
          \_\_\_\_\_  taking turns  
          \_\_\_\_\_  active listening  
          \_\_\_\_\_  ending a conversation  
          \_\_\_\_\_  repairing communication breakdowns  
          \_\_\_\_\_  showing sensitivity to cultural differences  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a service, cheering at a sports event, talking in the halls in a hospital). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  tone of voice                   \_\_\_\_\_  pitch  
          \_\_\_\_\_  fluency (rate and rhythm)       \_\_\_\_\_  loudness  
          \_\_\_\_\_  duration                               \_\_\_\_\_  other: \_\_\_\_\_
- 3.5. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  school task—how to look up a reference, how to dress for physical education  
          \_\_\_\_\_  personal task—how to use the microwave, how to find a location  
          \_\_\_\_\_  leisure task—how to pack for vacation, how to take care of a pet  
          \_\_\_\_\_  other: \_\_\_\_\_

**4. Use listening skills to gain information (e.g., follow directions, acknowledge messages).**

- CO.A.1.In.1     initiate communication and respond effectively in a variety of situations.  
CO.A.1.Su.1     initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                   \_\_\_ verbal prompt           \_\_\_ visual prompt  
\_\_\_ assistive technology           \_\_\_ supervision           \_\_\_ other: \_\_\_\_\_
- 

**General Listening Skills**

- 4.1. Identify components of the listening process that can help one to listen more effectively in conversations, lectures, and discussions (e.g., hearing, paying attention, thinking about what has been said). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.2. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  relaxed   \_\_\_\_\_  attentive   \_\_\_\_\_  social   \_\_\_\_\_  defensive  
          \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7810010 - Language Arts: 6-8**

- 4.3. Identify the difference between attentive and nonattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; nonattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  listening for specific content  
\_\_\_\_\_  paying attention to cues—first, second, in summary, most important  
\_\_\_\_\_  linking to prior knowledge and experiences  
\_\_\_\_\_  considering emotional meaning  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.5. Use strategies to improve listening (e.g., attend to nonverbal cues, take notes, paraphrase what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

**Listening to Directions**

- 4.6. Use skills and strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  repeat directions      \_\_\_\_\_  paraphrase directions  
\_\_\_\_\_  write directions      \_\_\_\_\_  make a drawing or diagram  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.7. Use skills and strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  verbalize key features or steps  
\_\_\_\_\_  break into smaller components for practice  
\_\_\_\_\_  practice with physical guidance  
\_\_\_\_\_  practice with verbal prompting  
\_\_\_\_\_  other: \_\_\_\_\_

**5. Use writing skills to organize and present information according to the specified purpose (e.g., reports, correspondence, essays, lists).**

**Note:** Electronic tools and software may be used if available.

- CL.B.2.In.1      prepare oral, written, or visual information for expression or presentation.  
CL.B.2.In.2      express oral, written, or visual information for specified purposes.  
CL.B.2.Su.1      prepare oral, written, or visual information for expression—with guidance and support.  
CL.B.2.Su.2      express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
-

**Course Number: 7810010 - Language Arts: 6-8**

**Handwriting or Keyboarding**

- 5.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  style—manuscript or cursive    \_\_\_\_\_  spacing    \_\_\_\_\_  size  
          \_\_\_\_\_  letter formation                    \_\_\_\_\_  orientation  
          \_\_\_\_\_  other: \_\_\_\_\_
- 5.2. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  letters                    \_\_\_\_\_  reports                    \_\_\_\_\_  forms  
          \_\_\_\_\_  charts                    \_\_\_\_\_  other: \_\_\_\_\_
- 5.3. Select and use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  handwriting                    \_\_\_\_\_  typewriter or keyboarding  
          \_\_\_\_\_  other: \_\_\_\_\_

**Personal Information**

- 5.4. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  name                    \_\_\_\_\_  address                    \_\_\_\_\_  phone number  
          \_\_\_\_\_  date of birth                    \_\_\_\_\_  race                    \_\_\_\_\_  other: \_\_\_\_\_

**Completing Forms**

- 5.5. Identify information needed to complete forms in order to have the proper documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 5.6. Transfer information from sources such as identification card, birth certificate, and Social Security card onto appropriate sections of forms. (CL.B.2.In.1, CL.B.2.Su.1)
- 5.7. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  personal information—name, address, phone, birth date  
          \_\_\_\_\_  sex—male/female  
          \_\_\_\_\_  race—White/Hispanic/Black/Asian/Native American/other  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

**Organizing Communications**

- 5.8. Identify the characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  what is the intent—objectives, target audience, purpose  
\_\_\_\_\_  what components are needed—introduction, body, summary  
\_\_\_\_\_  how should the information be organized  
\_\_\_\_\_  what formatting should be used—layout, text, use of graphics  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.9. Write information in alphabetical order (e.g., filing, arranging names on a list). (CL.B.2.In.1, CL.B.2.Su.1)
- 5.10. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report covering a specific time-frame, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  brief descriptions                      \_\_\_\_\_  letters  
\_\_\_\_\_  stories    \_\_\_\_\_  essays  
\_\_\_\_\_  reports    \_\_\_\_\_  other: \_\_\_\_\_
- 5.11. Create documents or written communications that are organized by key ideas and relevant supporting details (e.g., summarize desired career goals, paraphrase a conversation to the teacher, prepare an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  sentences                      \_\_\_\_\_  paragraphs                      \_\_\_\_\_  essays  
\_\_\_\_\_  reports    \_\_\_\_\_  other: \_\_\_\_\_
- 5.12. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  easy to difficult                      \_\_\_\_\_  general to specific  
\_\_\_\_\_  least important to most important                      \_\_\_\_\_  specific to general  
\_\_\_\_\_  most important to least important                      \_\_\_\_\_  cause and effect  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.13. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  daily events                      \_\_\_\_\_  daily tasks  
\_\_\_\_\_  checks and deposits                      \_\_\_\_\_  other: \_\_\_\_\_
- 5.14. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for participation in sports activity with insurance and medical examination). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  report    \_\_\_\_\_  summary  
\_\_\_\_\_  letter of complaint    \_\_\_\_\_  letter of application  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

5.15. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community experience). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: \_\_\_\_\_  article \_\_\_\_\_  report \_\_\_\_\_  letter \_\_\_\_\_  message/e-mail  
\_\_\_\_\_  other: \_\_\_\_\_

**Formatting**

5.16. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  note—give a friend directions, let your family know that you will be late  
\_\_\_\_\_  memo—announce an event to your classmates  
\_\_\_\_\_  letter—friendly, complaint, request, application  
\_\_\_\_\_  message—let a family member know that someone called  
\_\_\_\_\_  report—summarize experiences on a trip  
\_\_\_\_\_  other: \_\_\_\_\_

5.17. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  note \_\_\_\_\_  memo/e-mail \_\_\_\_\_  letter  
\_\_\_\_\_  brief description \_\_\_\_\_  report \_\_\_\_\_  cards and invitations  
\_\_\_\_\_  other: \_\_\_\_\_

5.18. Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: \_\_\_\_\_  caller's name \_\_\_\_\_  date \_\_\_\_\_  who caller represents  
\_\_\_\_\_  time \_\_\_\_\_  phone number \_\_\_\_\_  who the message is for  
\_\_\_\_\_  message \_\_\_\_\_  other: \_\_\_\_\_

**6. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.**

**Note:** Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt \_\_\_\_\_ verbal prompt \_\_\_\_\_ visual prompt  
\_\_\_ assistive technology \_\_\_\_\_ supervision \_\_\_\_\_ other: \_\_\_\_\_

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**Course Number: 7810010 - Language Arts: 6-8**

**Writing Process**

- 6.1. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  gather information  
          \_\_\_\_\_  organize ideas  
          \_\_\_\_\_  write first draft  
          \_\_\_\_\_  get feedback  
          \_\_\_\_\_  revise  
          \_\_\_\_\_  edit  
          \_\_\_\_\_  publish final copy  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.2. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  unity and coherence—words, phrases, and sentences agree and work together  
          \_\_\_\_\_  content—no irrelevant details  
          \_\_\_\_\_  organization—logical order  
          \_\_\_\_\_  style—no run-on sentences or unintentional fragments  
          \_\_\_\_\_  formatting—margins, spacing, legibility  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.3. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  spelling           \_\_\_\_\_  grammar           \_\_\_\_\_  sentence structure  
          \_\_\_\_\_  word usage       \_\_\_\_\_  formatting—margins, spacing

**Sentences**

- 6.4. Use complete sentences to express thoughts when writing. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  simple           \_\_\_\_\_  compound  
          \_\_\_\_\_  complex       \_\_\_\_\_  compound/complex
- 6.5. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  select the kind of sentence       \_\_\_\_\_  think about the meaning  
          \_\_\_\_\_  think about the words           \_\_\_\_\_  review the sentence when finished  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

**Mechanics**

- 6.6. Use forms of words that reflect correct usage of grammar when writing. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  nouns—singular and plural, possessive  
\_\_\_\_\_  verbs—present, past, and future tenses  
\_\_\_\_\_  subject-verb agreement  
\_\_\_\_\_  other: \_\_\_\_\_

- 6.7. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  proper nouns      \_\_\_\_\_  pronoun “I”      \_\_\_\_\_  acronyms  
\_\_\_\_\_  abbreviations      \_\_\_\_\_  first word of sentence      \_\_\_\_\_  greeting/closing  
\_\_\_\_\_  titles      \_\_\_\_\_  other: \_\_\_\_\_

- 6.8. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  period      \_\_\_\_\_  question mark      \_\_\_\_\_  exclamation point

- 6.9. Use punctuation correctly within words and sentences in documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  comma—words in a series, compound sentence, address, date, greeting or closing  
\_\_\_\_\_  apostrophe—contraction, possession  
\_\_\_\_\_  quotation marks—direct quotation, titles, words used in a special sense  
\_\_\_\_\_  semicolon—two main clauses without a conjunction, items in a series containing other punctuation  
\_\_\_\_\_  other: \_\_\_\_\_

- 6.10. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

- 6.11. Use appropriate resources to aid in spelling correctly (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  spelling dictionary      \_\_\_\_\_  specialized electronic tool  
\_\_\_\_\_  people      \_\_\_\_\_  spell-check utility in software program  
\_\_\_\_\_  other: \_\_\_\_\_

- 6.12. Use strategies to effectively edit written material. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  use list of frequently misspelled words  
\_\_\_\_\_  use the spell checker or grammar checker in word processor  
\_\_\_\_\_  read aloud what has been written  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

**7. Demonstrate awareness of differences in language usage related to regional and cultural elements, requirements of situations and tasks, and personal preferences (e.g., use of slang, jargon, dialect).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 7.1. Identify languages and dialects used in different regions or cultures (e.g., use of Spanish, French, German; bilingualism; use of dialects—Southern, New England, Midwestern).
- 7.2. Identify the uses of language (verbal and nonverbal) in communication (e.g., fulfill interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.4. Identify differences in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

**8. Demonstrate awareness of key elements in literature (e.g., plot, characters, setting, point of view, tone).**

CL.B.1.In.2      interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 8.1. Identify characteristics and examples of key elements in stories, movies, and plays. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  characters      \_\_\_  setting      \_\_\_  plot      \_\_\_  point of view
- 8.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  short stories      \_\_\_  novels      \_\_\_  plays      \_\_\_  poems
- 8.3. Relate literature to personal feelings and experiences. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  short stories      \_\_\_  novels      \_\_\_  plays      \_\_\_  poems

**Course Number: 7810010 - Language Arts: 6-8**

- 8.4. Identify examples of different genres of literature. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  adventure      \_\_\_\_\_  science fiction      \_\_\_\_\_  mystery  
                 \_\_\_\_\_  romance      \_\_\_\_\_  other: \_\_\_\_\_

**9. Demonstrate study skills (e.g., notetaking; using mnemonics, associations, and imagery; researching; organizing; test-taking).**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_
- 

**Increasing Recall and Understanding**

- 9.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

- 9.2. Use strategies to remember and understand oral or written directions.  
(CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  read aloud      \_\_\_\_\_  paraphrase  
                 \_\_\_\_\_  make a drawing or diagram      \_\_\_\_\_  other: \_\_\_\_\_

- 9.3. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)

- 9.4. Use scanning strategies to locate information needed for an assignment.  
(CL.B.1.In.2, CL.B.1.Su.1)

- 9.5. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading).  
(CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  who, what, when, and where?      \_\_\_\_\_  which, how, and why?  
                 \_\_\_\_\_  other: \_\_\_\_\_



## Course Number: 7810010 - Language Arts: 6-8

- 9.6. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does this make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word?). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.7. Use visual imagery to clarify and remember information. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  make mental pictures                      \_\_\_\_\_  create an analogy  
                  \_\_\_\_\_  make an association                                      \_\_\_\_\_  other: \_\_\_\_\_
- 9.8. Select and use an appropriate organizational framework to clarify and represent complex information for an assignment. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  outline    \_\_\_\_\_  graphic organizer  
                  \_\_\_\_\_  timeline    \_\_\_\_\_  chart or table  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 9.9. Use strategies to take notes from lectures, discussions, and written material (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)
- 9.10. Follow a systematic process when researching a topic for an assignment. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  identify the topic or main question  
                  \_\_\_\_\_  specify questions that need to be answered  
                  \_\_\_\_\_  conduct a preliminary search for information using appropriate references and resources  
                  \_\_\_\_\_  take notes and cite sources  
                  \_\_\_\_\_  review notes and obtain additional information if needed  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 9.11. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

### Using Feedback

- 9.12. Identify characteristics of feedback that is commonly given for assignments (e.g., points out mistakes, gives guidance to make corrections, identifies what is right). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.13. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.14. Use feedback to make changes on assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.15. Check the correctness and accuracy of own assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching spelling errors on a test before handing it in). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  answers to tests                      \_\_\_\_\_  class assignments



**Course Number: 7810010 - Language Arts: 6-8**

- 9.25. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school
- 9.26. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify method: \_\_\_\_\_  track subtasks on calendar \_\_\_\_\_  set an alarm clock as a reminder  
\_\_\_\_\_  begin subtasks on time \_\_\_\_\_  check off subtasks when completed  
\_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school
- 9.27. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify method: \_\_\_\_\_  try different techniques \_\_\_\_\_  seek advice from others  
\_\_\_\_\_  seek assistance from others \_\_\_\_\_  read the instructions or references  
\_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school
- 9.28. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school
- 9.29. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify method: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
\_\_\_\_\_  set up workstation with needed supplies, tools, and equipment before starting  
Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school
- 9.30. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school
- 9.31. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school
- 9.32. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school

**Course Number: 7810010 - Language Arts: 6-8**

9.33. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not delay, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school

9.34. Demonstrate self-directed behavior when completing assignments (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school

**10. Demonstrate skills required for functional communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_\_ physical prompt                      \_\_\_\_ verbal prompt                      \_\_\_\_ visual prompt  
\_\_\_\_ assistive technology                      \_\_\_\_ supervision                      \_\_\_\_ other: \_\_\_\_\_

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10.1. Identify the meaning of vocabulary related to career exploration (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.1, CL.B.1.Su.1)

10.2. Identify the meaning of vocabulary related to workplace activities (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  work hours—starting time, break, time card  
          \_\_\_\_\_  dress code—uniform, grooming  
          \_\_\_\_\_  locations—reception areas, parking, restrooms  
          \_\_\_\_\_  equipment—storage, maintenance, repairs, supplies  
          \_\_\_\_\_  other: \_\_\_\_\_

10.3. Identify information contained in simple graphics used in the workplace (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  blueprints                      \_\_\_\_\_  floor plans  
          \_\_\_\_\_  diagrams                      \_\_\_\_\_  other: \_\_\_\_\_

10.4. Identify the meaning of signs found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, faxing information, refilling paper or toner). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  directions for use and storage                      \_\_\_\_\_  repair and maintenance  
          \_\_\_\_\_  safety precautions                      \_\_\_\_\_  replacement information  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

- 10.5. Demonstrate functional reading and communication skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, following instructions). (CL.C.2.In.5, CL.C.2.Su.5)
- 10.6. Produce written communications accurately to meet requirements of the workplace (e.g., letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  letters                      \_\_\_\_\_  reports                      \_\_\_\_\_  forms  
                  \_\_\_\_\_  charts                      \_\_\_\_\_  other: \_\_\_\_\_

**11. Demonstrate skills required for functional communication in daily activities (e.g., newspaper, schedules, menus, signs, shopping lists).**

- IF.A.1.In.1        complete productive and leisure activities used in the home and community.  
IF.A.1.Su.1        complete productive and leisure activities used in the home and community—  
                              with guidance and support.  
IF.A.2.In.1        select and use community resources and services for specified purposes.  
IF.A.2.Su.1        use community resources and services for specified purposes—with guidance and  
                              support.

Indicate guidance and support necessary for mastery at supported level:  
\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 11.1. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  following a recipe  
                  \_\_\_\_\_  using information found on clothing labels regarding care requirements  
                  \_\_\_\_\_  using advertisements to select needed furniture, appliances, and personal goods  
                  \_\_\_\_\_  observing warning precautions on appliances and furniture  
                  \_\_\_\_\_  storing product manuals and warranties  
                  \_\_\_\_\_  using information on product tags, labels, or information booklets  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 11.2. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  learning about community events and services  
                  \_\_\_\_\_  participating in local service organizations  
                  \_\_\_\_\_  participating in service activities sponsored by a religious organization  
                  \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810010 - Language Arts: 6-8**

11.3. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_  identifying the location and price of events (musical performances—concerts, dance performances, theatre and plays; celebrations—holidays, parades, festivals)  
\_\_\_\_\_  learning about the rules of a game or sport  
\_\_\_\_\_  obtaining information about a hobby or collection or other leisure interest  
\_\_\_\_\_  communicating with others who share the same leisure interests  
\_\_\_\_\_  other: \_\_\_\_\_

11.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: \_\_\_\_\_  communicating with others—using mail, telephone, e-mail  
\_\_\_\_\_  using public transportation  
\_\_\_\_\_  obtaining personal services—haircut, cleaning  
\_\_\_\_\_  shopping—personal items, food, clothes  
\_\_\_\_\_  obtaining emergency services—911, police, fire department  
\_\_\_\_\_  other: \_\_\_\_\_

11.5. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)

11.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  headlines                      \_\_\_\_\_  local news                      \_\_\_\_\_  sports  
\_\_\_\_\_  recreational activities                      \_\_\_\_\_  special features                      \_\_\_\_\_  comics  
\_\_\_\_\_  advertisements                      \_\_\_\_\_  classified ads  
\_\_\_\_\_  other: \_\_\_\_\_

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academic - Subject Area  
**Course Number:** 7801010  
**Course Title:** Visual and Performing Arts: 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts.

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

- music
- dance
- visual arts
- theatre
- exploration of careers in the arts

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 post-school 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

## Course Number: 7801010 - Visual and Performing Arts: 6-8

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.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.



**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine 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 Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

- 1. Demonstrate awareness of various art forms (e.g., music, dance, visual arts, theatre).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Music**

- 1.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, listening, different kinds of ceremonies and celebrations, background music).
- 1.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

**Dance**

- 1.3. Identify characteristics of various dance forms (e.g., classical ballet, modern dance, Balinese, jazz, ballroom, square, folk dances).
- 1.4. Identify various types and styles of dances from different historical periods and cultures (e.g., colonial America long dances, Viennese waltzes, western line dancing).

**Visual Arts**

- 1.5. Identify characteristics of various visual art forms (e.g., drawing, painting, sculpture, fabric art, ceramics and pottery, printmaking, jewelry, photography, graphics).
- 1.6. Identify various works and styles of visual art from different historical periods and cultures (western art, modern art, landscapes, portraits, *Mona Lisa*).

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

**Theatre**

- 1.7. Demonstrate awareness of realistic and nonrealistic ways in which theatre and drama reflect life.
- 1.8. Identify and compare similar characters and situations in stories or dramas from various cultures (the hero or heroine, a “Cinderella” story).
- 1.9. Demonstrate knowledge of different types of dramatic productions, including live theatre, film, television, and electronic media.
- 1.10. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., listening to music, viewing painting or sculpture, watching a play).

**2. Demonstrate awareness of artists and musicians.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 2.1. Identify various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist).
- 2.2. Identify the various roles of actors, directors, and producers in theatre productions.
- 2.3. Identify the various roles of dancers (e.g., lead, soloist, partner, instructor, member of a dance company, choreographer).
- 2.4. Identify the various roles of artists using visual art forms (e.g., illustrator, painter, sculptor, mixed media artist, photographer, printmaker, graphic artist).
- 2.5. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., indicating a preference for a particular musician, recognizing the same character type in two plays).

**3. Use basic skills involved with selected tools and instruments used in visual and performing arts activities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- 3.1. Use materials and tools for two-dimensional visual art in a safe and responsible manner.  
Specify: \_\_\_\_\_  pencils, charcoal, markers, crayons \_\_\_\_\_  paints—watercolor, poster, oil  
\_\_\_\_\_  printmaking tools \_\_\_\_\_  cameras  
\_\_\_\_\_  graphic art software \_\_\_\_\_  brushes  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.2. Use materials and tools for three-dimensional visual art in a safe and responsible manner.  
Specify: \_\_\_\_\_  clay \_\_\_\_\_  papier mache \_\_\_\_\_  wood  
\_\_\_\_\_  fabric \_\_\_\_\_  yarn \_\_\_\_\_  beads  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.3. Perform simple rhythms and melodies on musical instruments (e.g., recorder-type instruments, percussion instruments).
- 3.4. Perform melodies or parts for an ensemble on a band or orchestra instrument (e.g., woodwind, string, brass, percussion).
- 3.5. Use props and equipment appropriately and safely when performing a dance or in a drama.
- 3.6. Accept assistance with and participate in using objects appropriately and safely to perform activities involving visual and performing arts (e.g., drawing on posterboard, turning on CD player).

**4. Demonstrate skills in visual art forms.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 4.1. Identify and use various art techniques—overlapping, shading, varying size or color—to create desired effects in a work of art.
- 4.2. Identify and use various art processes—casting and constructing in jewelry, blending of paints in painting—to create desired effects in a work of art.
- 4.3. Identify and use various organizational principles—repetition, balance, emphasis, contrast, and unity—to create desired effects in a work of art.
- 4.4. Accept assistance with and participate in using materials and tools appropriately and safely to perform activities involving visual arts (e.g., shaping clay, taking a picture).

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

**5. Demonstrate skills in performing arts forms, including music, dance, or theatre.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Music**

- 5.1. Sing or play short musical patterns, partner songs, and rounds.
- 5.2. Sing or play on pitch and in rhythm and maintain a steady tempo.
- 5.3. Sing or play melodies alone and with others.
- 5.4. Sing or play specified parts in an ensemble or chorus.
- 5.5. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

**Dance**

- 5.6. Use a variety of basic locomotor movements to dance to a rhythmic or musical accompaniment.  
Specify: \_\_\_  running                      \_\_\_  skipping                      \_\_\_  hopping  
              \_\_\_  sliding                      \_\_\_  leaping                      \_\_\_  other: \_\_\_\_\_
- 5.7. Use a variety of basic non-locomotor skills to dance to a rhythmic or musical accompaniment.  
Specify: \_\_\_  bending                      \_\_\_  twisting                      \_\_\_  stretching  
              \_\_\_  turning                      \_\_\_  lifting                      \_\_\_  other: \_\_\_\_\_
- 5.8. Define and maintain personal space, demonstrating kinesthetic or body awareness, concentration, and focus when dancing.
- 5.9. Use basic dance steps, body positions, and spatial patterns for dances from various styles or traditions (e.g., ballet, square, modern, Native American, African).

**Theatre**

- 5.10. Identify familiar characters in dramas or plays and their relationships.
- 5.11. Use body control, different speaking voices, and a variety of movements to portray characters.

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- 5.12. Demonstrate awareness of how to improvise when acting.
- 5.13. Demonstrate responsible participation in a dramatic performance.
- 5.14. Demonstrate understanding of the roles of the director and playwright in a theatrical performance.

**General Participation**

- 5.15. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts.  
Specify: \_\_\_\_  home                      \_\_\_\_  school                      \_\_\_\_  community
- 5.16. Participate in a range of appropriate visual and performing arts activities with a frequency observed in nondisabled peers (e.g., attending school concerts, participating in group activities at a community center). (IF.A.1.Pa.1)  
Specify: \_\_\_\_  home                      \_\_\_\_  school                      \_\_\_\_  community
- 5.17. Use adaptive/assistive devices during visual and performing arts activities (e.g., switch to turn television on, headset and cassette recorder for self-guided art tour).

**6. Demonstrate awareness of careers in the visual and performing arts.**

- 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.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
- \_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 6.1. Identify general characteristics of careers associated with visual and performing art (e.g., requires creative expression; provides opportunities for performance at various levels—local community, urban areas; provides many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)



**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- 7.1. Identify common leisure activities involving visual and performing arts. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  musical performances—concerts, dance performances  
          \_\_\_\_\_  theatre and plays  
          \_\_\_\_\_  celebrations—holidays, parades, festivals, exhibits  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.2. Identify appropriate times and occasions for attending activities in the community involving visual and performing arts (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.3. Use specific knowledge and skills when planning leisure activities in the community involving visual and performing arts (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.4. Use strategies to plan leisure activities involving visual and performing arts in the community effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for types of events of interest, watch billboards or scrolling marquee at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.5. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts at school or in the community. (IF.A.2.Pa.1)  
Specify: \_\_\_\_\_  musical performances—concerts, dance performances  
          \_\_\_\_\_  theatre and plays  
          \_\_\_\_\_  celebrations—holidays, parades, festivals, exhibits  
          \_\_\_\_\_  hands-on workshops or programs for a specific art form  
          \_\_\_\_\_  camps, extended school day programs, clubs, organizations  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.6. Attend events involving visual and performing arts in the community (e.g., concerts in the park, school art show). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify location/type of activity: \_\_\_\_\_
- 7.7. Demonstrate appropriate audience behavior for activities involving visual and performing arts. (IF.B.2.In.2, IF.B.2.Su.2)
- 7.8. Accept assistance with and participate in leisure activities in the community involving visual and performing arts. (IF.A.2.Pa.1)  
Specify: \_\_\_\_\_

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academic - Subject Area  
**Course Number:** 7967010  
**Course Title:** Visual and Performing Arts  
**Credit:** Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation of the visual and performing arts.

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

- music
- dance
- visual arts
- theatre
- careers in the arts

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.



## Course Number: 7967010 - Visual and Performing Arts

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.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompts—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

## Course Number: 7967010 - Visual and Performing Arts

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

### After successfully completing this course, the student will:

- 1. Demonstrate knowledge of various art forms (e.g., music, dance, visual arts, theatre).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### Music

- 1.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, listening, different kinds of ceremonies and celebrations, background music, marches).
- 1.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

### Dance

- 1.3. Identify characteristics of various dance forms (e.g., classical ballet, modern dance, jazz, ballroom, square, folk).
- 1.4. Identify various types and styles of dance from different historical periods and cultures (e.g., Virginia reel, court dance, tango, Viennese waltz, line dances, Irish jig, Israeli hora).

### Visual Arts

- 1.5. Identify characteristics of various visual art forms (e.g., drawing, painting, sculpture, fabric art, ceramics and pottery, printmaking, jewelry, photography, graphics).
- 1.6. Identify various works and styles of visual art from different historical periods and cultures (western art, modern art, landscapes, portraits, *Mona Lisa*).

**Course Number: 7967010 - Visual and Performing Arts**

**Theatre**

- 1.7. Demonstrate awareness of ways in which realistic and non-realistic theatre and drama reflect life.
- 1.8. Identify and compare similar characters and situations in stories or dramas from various cultures (the hero or heroine, a “Cinderella” story).
- 1.9. Demonstrate knowledge of different types of drama productions, including live theatre, film, television, and electronic media.
- 1.10. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., listening to music, viewing painting or sculpture, watching a play).

**2. Demonstrate knowledge of artists and musicians.**

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

physical assistance    full    partial                       assistive technology    full    partial

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- 2.1. Identify characteristics of the various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist, band member).
- 2.2. Identify characteristics of the various roles of actors, directors, playwrights, and producers in theatre productions.
- 2.3. Identify characteristics of the various roles of dancers (e.g., lead, soloist, partner, instructor, member of a dance company, choreographer).
- 2.4. Identify characteristics of the various roles of artists using visual art forms (e.g., illustrator, painter, sculptor, mixed media artist, photographer, printmaker, graphic artist).
- 2.5. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., indicating a preference for a particular musician, recognizing the same character type in two plays).

**Course Number: 7967010 - Visual and Performing Arts**

**3. Use basic skills involved with selected tools and instruments used in visual and performing arts activities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**3.1. Use materials and tools for two-dimensional visual art in a safe and responsible manner.**

Specify: \_\_\_  pencil, charcoal, markers, crayons    \_\_\_  paints—watercolor, poster, oil  
          \_\_\_  printmaking tools    \_\_\_  cameras  
          \_\_\_  graphic art software    \_\_\_  brushes  
          \_\_\_  other: \_\_\_\_\_

**3.2. Use materials and tools for three-dimensional visual art in a safe and responsible manner.**

Specify: \_\_\_  clay    \_\_\_  papier mache  
          \_\_\_  wood    \_\_\_  fabric  
          \_\_\_  yarn    \_\_\_  beads  
          \_\_\_  other: \_\_\_\_\_

**3.3. Perform simple rhythms and melodies on musical instruments using appropriate posture, breath support, and embouchure (e.g., recorder-type instruments, percussion instruments, Orff instrument, dulcimer).**

**3.4. Perform melodies or parts for an ensemble on a band or orchestra instrument using appropriate posture, breath support, and embouchure (e.g., woodwind, string, brass, percussion).**

**3.5. Sing along with a group using appropriate breath support and tone quality.**

**3.6. Use props and equipment appropriately and safely when performing a dance or in a drama.**

**3.7. Accept assistance with and participate in using objects appropriately and safely to perform activities involving visual and performing arts (e.g., drawing on posterboard, turning on CD player).**

**Course Number: 7967010 - Visual and Performing Arts**

**4. Demonstrate skills in visual art forms.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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- 4.1. Identify and use various art techniques—overlapping, shading, varying size or color—to create a desired effects in a work of art.
- 4.2. Identify and use various art processes—casting and constructing in jewelry, blending of paints in painting—to create a desired effect in a work of art.
- 4.3. Identify and use various organizational principles—repetition, balance, emphasis, contrast, and unity—to create desired effects in a work of art.
- 4.4. Accept assistance with and participate in using materials and tools appropriately and safely to perform activities involving visual arts (e.g., shaping clay, taking a picture).

**5. Demonstrate skills in performing arts forms, including music, dance, or theatre.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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**Music**

- 5.1. Sing or play short musical patterns, partner songs, and rounds.
- 5.2. Sing or play on pitch and in rhythm and maintain a steady tempo.
- 5.3. Sing or play melodies alone or with others.
- 5.4. Sing or play specified parts in an ensemble or chorus.
- 5.5. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

## Course Number: 7967010 - Visual and Performing Arts

### Dance

- 5.6. Use a variety of basic locomotor movements to dance to a rhythmic or musical accompaniment.  
Specify: \_\_\_\_\_  running      \_\_\_\_\_  skipping      \_\_\_\_\_  hopping  
              \_\_\_\_\_  sliding      \_\_\_\_\_  leaping      \_\_\_\_\_  other: \_\_\_\_\_
- 5.7. Use a variety of basic nonlocomotor skills to dance to a rhythmic or musical accompaniment.  
Specify: \_\_\_\_\_  bending      \_\_\_\_\_  twisting      \_\_\_\_\_  stretching  
              \_\_\_\_\_  turning      \_\_\_\_\_  lifting      \_\_\_\_\_  other: \_\_\_\_\_
- 5.8. Define and maintain personal space, demonstrating kinesthetic or body awareness, concentration, and focus when dancing.
- 5.9. Use basic dance steps, body positions, and spatial patterns for dances from various styles or traditions (e.g., ballet, square, modern, Native American, African).

### Theatre

- 5.10. Identify familiar characters in dramas or plays and their relationships.
- 5.11. Use body control, different speaking voices, and a variety of movements to portray characters.
- 5.12. Demonstrate knowledge of how to improvise when acting.
- 5.13. Demonstrate responsible participation in a drama production.
- 5.14. Demonstrate understanding of the role of a director and playwright in creating a theatrical performance.

### General Participation

- 5.15. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts.  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 5.16. Participate in a range of appropriate visual and performing arts activities with a frequency observed in nondisabled peers (e.g., attending school concerts, participating in group activities at a community center). (IF.A.1.Pa.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 5.17. Use adaptive or assistive devices during visual and performing arts activities.

**Course Number: 7967010 - Visual and Performing Arts**

**6. Demonstrate knowledge of careers in the visual and performing arts.**

- 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.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 6.1. Identify general characteristics of the career cluster associated with visual and performing arts (e.g., requires creative expression; provides opportunities for performance at various levels—local community, urban areas; provides many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.2. Identify characteristics of specific jobs associated with visual and performing arts (e.g., actor or actress, author, advertising copywriter, commercial artist, floral designer, merchandising display designer, photographer, pattern and model maker). (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_  entry level                      \_\_\_  technical support  
          \_\_\_  advanced level                      \_\_\_  creative support  
          \_\_\_  other: \_\_\_\_\_
- 6.3. Identify requirements of specified occupations in visual and performing arts (e.g., talent and skill, technical knowledge, experience and training, creativity). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Identify interests and skills generally needed for specific jobs associated with visual and performing arts (e.g., creative expression, performance skills in selected art form, ability to use technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Identify trends in the local job market for specific jobs associated with visual and performing arts (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.6. Identify educational and training requirements for jobs associated with visual and performing arts (e.g., technical training, degree programs, summer programs, workshops). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.7. Identify career advancement opportunities for jobs associated with visual and performing arts. (CL.C.1.In.1, CL.C.1.Su.1)

**Course Number: 7967010 - Visual and Performing Arts**

- 6.8 Indicate awareness of visual and performing arts activities (e.g., turns toward painting or sculpture, shows interest in music). (CL.C.1.Pa.1)  
Specify method: \_\_\_\_\_  touch referent object      \_\_\_\_\_  point to actual object  
                                 \_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  use assistive or augmentative device  
                                 \_\_\_\_\_  verbalize or sign      \_\_\_\_\_  other: \_\_\_\_\_
- 6.9 Communicate interest in participating in visual and performing arts activities (e.g., smiles when asked about working with clay). (CL.C.1.Pa.1)  
Specify method: \_\_\_\_\_  touch referent object      \_\_\_\_\_  point to actual object  
                                 \_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  use assistive or augmentative device  
                                 \_\_\_\_\_  verbalize or sign      \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community

**7. Demonstrate knowledge of the roles of visual and performing arts 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 for specified purposes—with guidance and support.  
IF.A.2.Pa.1      participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial      \_\_\_ assistive technology     full     partial
- 

- 7.1. Identify common leisure activities involving visual and performing arts. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  concerts—music, dance performances  
                                 \_\_\_\_\_  theatres and plays  
                                 \_\_\_\_\_  celebrations—holidays, parades, festivals, exhibits  
                                 \_\_\_\_\_  other: \_\_\_\_\_
- 7.2. Identify appropriate times and occasions for attending activities in the community involving visual and performing arts (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.3. Use specific knowledge and skills when planning leisure activities in the community involving visual and performing arts (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)



**Course Number: 7967010 - Visual and Performing Arts**

- 7.4. Use strategies to plan leisure activities involving visual and performing arts in the community effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.5. Accept assistance and participate in a sequence of tasks or activities involving visual and performing arts at school or in the community. (IF.A.2.Pa.1)  
Specify: \_\_\_\_\_  musical performances—concerts, dance performances  
\_\_\_\_\_  theatres and plays  
\_\_\_\_\_  celebrations—holidays, parades, festivals, exhibits  
\_\_\_\_\_  hands-on workshops or programs for a specific art form  
\_\_\_\_\_  camps, extended school day programs, clubs, organizations  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.6. Attend events involving visual and performing arts in the community (e.g., concerts in the park, school art show). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify location and type of activity: \_\_\_\_\_
- 7.7. Demonstrate appropriate audience behavior and response when viewing visual or performing arts activities. (IF.B.2.In.2, IF.B.2.Su.2)
- 7.8. Accept assistance and participate in leisure activities in the community involving visual and performing arts. (IF.A.2.Pa.1)  
Specify: \_\_\_\_\_
- 7.9. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 7.10. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

<b>Course Number:</b>	7960010
<b>Course Title:</b>	Transition Planning
<b>Number of Credits:</b>	Multiple
<b>Course Length:</b>	Year
<b>General Notes:</b>	<p><b>PURPOSE</b> The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment, and independent living.</p> <p><b>COURSE REQUIREMENTS</b></p> <p><b>Self-Determination and Self-Advocacy</b></p> <ol style="list-style-type: none"> <li>1. Apply knowledge and skills reflecting self-advocacy and self-determination in transition planning.</li> <li>2. Demonstrate skills for effective participation in own individual educational plan meeting for transition planning.</li> <li>3. Use effective communication skills in school, home, community, and employment settings.</li> <li>4. Demonstrate personal qualities, such as dependability, punctuality, responsibility, and personal grooming, that meet demands of school, home, community, and employment settings.</li> </ol> <p><b>Personal and Career Planning</b></p> <ol style="list-style-type: none"> <li>6. Use a planning process to establish and revise personal goals related to postsecondary adult living.</li> <li>7. Use tools and resources for career planning, such as aptitude surveys and inventories, counseling, and computer-based programs—Electronic Personal Education Planner (ePEP) and CHOICES—to evaluate own interests and abilities for career and postsecondary education/training opportunities.</li> <li>8. Describe a range of career options in various career clusters.</li> <li>9. Identify a progression of jobs in a career path beginning with entry-level jobs that match career goals.</li> <li>10. Evaluate available employment opportunities that match career goals.</li> </ol> <p><b>Legal Issues</b></p> <ol style="list-style-type: none"> <li>11. Demonstrate understanding of the meaning and personal implications of the age of majority status.</li> <li>12. Describe the rights and responsibilities of individuals with disabilities as applied to postsecondary education/training, employment, and independent living.</li> <li>13. Identify differences between rights and responsibilities afforded to students with disabilities in high school programs and adults with disabilities in postsecondary education/training and employment settings, such as self-disclosure, accommodations, and information about the grievance and appeal process.</li> </ol>

**Workplace Competencies**

14. Demonstrate personal and social competencies necessary for employment situations.
15. Demonstrate understanding of job responsibilities in preferred careers.

**Postsecondary Education/Training**

16. Explain the differences among options for high school diplomas for students with disabilities and how they relate to requirements for postsecondary education/training and preferred career outcomes.
17. Describe postsecondary education/training programs that are recommended or required as preparation for preferred careers.
18. Describe a range of options for postsecondary education/training, including program offerings, admission requirements, financial aid, housing options, and disability resources.

**Citizenship and Community Involvement**

19. Describe elements and examples of community involvement and participation as a citizen.
20. Identify benefits and services available from community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services.

**Independent Living**

21. Describe options and resources available in the community for adult living.
22. Compare characteristics, costs, and amenities in various adult living arrangements based on individual preferences and means.
23. Determine requirements, costs, and opportunities for recreation and leisure activities.
24. Select recreation and leisure activities that align with personal interests and abilities.

**NOTES**

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

	This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.
<b>Certification:</b>	ANY EXCEPT ED FIELD ANY VOCATIONAL FIELD OR COVERAGE

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7921330
<b>Course Title:</b>	Career Education: 9-12
<b>Previous Course Title:</b>	Functional Career Education
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the

## Course Number: 7921330 - Career Education: 9-12

student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the student's Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not

**Course Number: 7921330 - Career Education: 9-12**

intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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.

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

**After successfully completing this course, the student will:**

- 1. Demonstrate knowledge of planning tools and resources for personal and career planning (e.g., aptitude surveys and inventories, counseling, community agencies, computer-based programs).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 1.1. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_  individuals—family members, supervisors, teachers  
          \_\_\_  agencies—government agencies, religious organizations, schools  
          \_\_\_  other: \_\_\_\_\_

- 1.2. *Identify resources for finding employment. (Social and Personal C 30: VI)*

- 1.3. Use appropriate software programs to complete personal and career planning tasks. (IF.B.1.In.1, IF.B.1.Su.1)

- 1.4. Access available databases through the Internet to complete personal and career planning tasks. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_  use web browsers  
          \_\_\_  use search engines  
          \_\_\_  other: \_\_\_\_\_

**Course Number: 7921330 - Career Education: 9-12**

- 1.5. Identify agencies that can provide assistance in personal and career planning (e.g., Social Security, Vocational Rehabilitation, state employment agencies, private employment agencies). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.6. Use various sources to gain information about community services agencies, businesses, or other resources that assist individuals with personal and career planning. (IF.A.2.In.1, IF.A.2.Su.1)
- 1.7. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual’s need for assistance with personal and career planning (e.g., Vocational Rehabilitation, private career planning business). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.8. Locate community services agencies, businesses, or other resources that assist individuals with personal and career planning. (IF.A.2.In.1, IF.A.2.Su.1)
- 1.9. Demonstrate specific knowledge and skills that are required to use and benefit from a service that provides information about personal and career planning (e.g., social skills, communication skills, ability to relate your own job preferences, ability to identify own strengths and weaknesses, ability to locate and contact the service). (IF.A.2.In.1, IF.A.2.Su.1)

**2. Use a planning process to establish personal and career goals.**

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
- assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
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**Personal Planning**

- 2.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.2. Identify the need for responsible planning of personal choices (e.g., when starting a family, when selecting a place to live, when choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)



## Course Number: 7921330 - Career Education: 9-12

- 2.3. Identify criteria to be used to determine when a deliberate plan is needed (e.g., availability of options, time, and resources; long-term impact of decisions). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.4. Set goals for preferred school and extracurricular activities (e.g., passing specific courses, obtaining a diploma, joining a sports team, becoming a club member). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. Set personal goals for preferred leisure activities (e.g., join a recreational sports team, read books). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.6. Set personal goals for preferred community activities (e.g., attend religious service; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. Describe steps to be followed when making a plan (e.g., identify goal or desired outcome, identify needed resources, determine major tasks and schedule, commit to following the plan). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.8. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, an open space, a wrench, a screw driver, and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, organize notes and materials). (IF.B.1.In.1, IF.B.1.Su.1)

## Career Planning

- 2.10. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.11. Identify various methods of achieving career goals when employed (e.g., work with a mentor, participate in volunteer services, obtain needed training). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.12. Complete an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  accessibility  
\_\_\_\_\_  job requirements and selection standards  
\_\_\_\_\_  available career paths or options  
\_\_\_\_\_  amount and type of employee training/orientation  
\_\_\_\_\_  workplace culture, support systems  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7921330 - Career Education: 9-12**

- 2.13. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  reconcile self-appraisal with environmental assessment  
\_\_\_\_\_  identify long-range alternatives  
\_\_\_\_\_  specify short-range goals  
\_\_\_\_\_  set priorities and prepare an action plan  
\_\_\_\_\_  develop a contingency plan  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.14. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, get a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

**Carrying Out Personal and Career Plans**

- 2.15. Commit to pursue the project when carrying out plans related to personal or career goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.16. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.17. Use evaluations to improve own performance when carrying out plans related to personal or career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.18. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current status of plans, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.19. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.20. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.21. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 2.22. Communicate interest in participating in volunteer or work activities. (IF.B.1.Pa.1)  
Specify: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
\_\_\_\_\_  verbalize or sign    \_\_\_\_\_  vocalize or gesture  
\_\_\_\_\_  assistive/augmentative device                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7921330 - Career Education: 9-12**

2.23. Accept and adapt to changes in routine when participating in volunteer or work activities. (IF.B.1.Pa.1)

**3. Demonstrate knowledge of career options.**

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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3.1. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

3.2. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall hanger; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

3.3. Identify advantages and disadvantages of specific occupations (e.g., stuffing envelopes—essential, repetitive; yard care—outdoors, varied tasks; recycling—helps environment, takes time to sort items, need transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

3.4. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)

Specify: \_\_\_  activity level required                      \_\_\_  work environment  
          \_\_\_  interaction with customers                      \_\_\_  other: \_\_\_\_\_

3.5. Identify entry-level skills needed to fulfill performance requirements for specific occupations (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, loading trays, filling dispenser). (CL.C.1.In.1, CL.C.1.Su.1)

3.6. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; jobs related to environmental issues; hiring of the elderly, minorities, or the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

3.7. Evaluate present and future local job market of a specific career cluster or occupation. (CL.C.1.In.1, CL.C.1.Su.1)

**Course Number: 7921330 - Career Education: 9-12**

- 3.8. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise (ACE) certification; hairdresser—cosmetology license; lifeguard—certificates for first aid, CPR, and water safety instructor; medical records technician—Accredited Records Technician (ART) certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.9. Identify characteristics of different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_\_\_  day shifts      \_\_\_\_\_  night shifts      \_\_\_\_\_  part-time  
          \_\_\_\_\_  full-time      \_\_\_\_\_  overtime      \_\_\_\_\_  other: \_\_\_\_\_
- 3.10. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—paid for time worked, possible overtime pay; salary—benefits, sick and vacation days, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.11. Identify advantages and disadvantages of labor unions (e.g., improved employee benefits, higher salaries, legal protection, improved work conditions, costs, restrictions). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.12. Identify jobs in which labor unions commonly play an important role (e.g., welder, painter, brick layer, teacher, secretary, nurse, bus driver, plumber, pipe fitter). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.13. Identify jobs which are generally not associated with labor unions (e.g., waiter/waitress, landscaper, movie theater clerk, animal care worker). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.14. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

**4. Demonstrate understanding of entry-level job responsibilities and social competencies necessary for successful employment.**

- CL.C.2.In.1      plan and implement personal work assignments.
- CL.C.2.In.2      use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.3      display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4      follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5      apply employability skills in the workplace.

## Course Number: 7921330 - Career Education: 9-12

- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### Personal Work Assignments

- 4.1. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.2. Follow a procedure to complete an assigned task (e.g., obtain necessary information, follow directions, begin promptly, apply instructions to task, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.3. Use appropriate materials for completing a task (e.g., baking a pie—recipe, ingredients, oven; changing a tire—car jack, lug wrench, inflated tire). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_  work according to schedule  
          \_\_\_  set an alarm clock as a reminder  
          \_\_\_  track subtasks on calendar  
          \_\_\_  check off subtasks when completed  
          \_\_\_  begin subtasks at designated times  
          \_\_\_  adjust to unforeseen circumstances  
          \_\_\_  other: \_\_\_\_\_
- 4.5. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.6. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 4.7. *Identify mistakes on task assignment with and without assistance. (Social and Personal C 26: V)*

## Course Number: 7921330 - Career Education: 9-12

### Using Tools and Technology

- 4.8. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
\_\_\_\_\_  set up workstation with separate areas for needed supplies and equipment  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.9. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, typewriter or computer). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.10. *Sort like objects. (Social and Personal C 19: II)*
- 4.11. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.12. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.13. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.15. Clean and maintain tools and equipment (e.g., photocopier—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.16. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.17. Store tools, supplies, and equipment in appropriate areas (e.g., personal supplies in lockers, cleaning supplies in cupboard, tools in tool box). (CL.C.2.In.2, CL.C.2.Su.2)

### Reliability and Work Ethic

- 4.18. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.19. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

## Course Number: 7921330 - Career Education: 9-12

- 4.20. Identify the characteristics and importance of being self-directed when working (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.21. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck, make sure of arriving and leaving on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.22. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  report to work regularly and be on time  
\_\_\_\_\_  stay until quitting time  
\_\_\_\_\_  return from breaks promptly  
\_\_\_\_\_  inform supervisor if unable to work—illness, tardiness, scheduling conflict  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.23. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 4.24. Identify consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.25. Identify actions to take if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.26. Identify behavior or activities on the job that may cause problems for the worker (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.27. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, don't complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.28. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

## Ensuring Health and Safety

- 4.29. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.30. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.31. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

## **Course Number: 7921330 - Career Education: 9-12**

- 4.32. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—workers must be over 18 to operate dangerous machinery such as meat cutters, workers must acquire work permit if 15 or under, and employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—law does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.33. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, fire department). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.34. Identify materials and tools that should be found in the workplace to use in emergency situations at work (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.35. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.36. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.37. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 4.38. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

### **Employability Skills**

- 4.39. Identify generic employability skills necessary for optimal job performance (e.g., efficiency, accuracy, responsibility, dependability, communication skills, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.40. Identify behaviors that do not comply with workplace policy (e.g., taking extended breaks, disrupting work area, being late, not adhering to company policy, making negative statements about supervisor or co-workers). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.41. *Identify the characteristics of a good employee. (Social and Personal C 23: IV)*
- 4.42. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.43. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)



**Course Number: 7921330 - Career Education: 9-12**

- 4.44. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectations, and processes; compromise with others; be open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.45. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, practice quality assurance, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.46. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.47. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.48. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.49. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 4.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.51. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.52. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 5. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.**
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

**Course Number: 7921330 - Career Education: 9-12**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 5.1. Complete an initial personal appraisal to determine current status. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  self-concept and values clarification  
          \_\_\_  personality characteristics and personal style  
          \_\_\_  motivational patterns and personal preferences  
          \_\_\_  occupational interests  
          \_\_\_  personal and educational background  
          \_\_\_  work history and experience  
          \_\_\_  key accomplishments and successes  
          \_\_\_  satisfying and dissatisfying experiences  
          \_\_\_  test scores  
          \_\_\_  physical stamina  
          \_\_\_  other: \_\_\_\_\_
- 5.2. Complete a personal appraisal to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  analysis of current job-behavioral demands  
          \_\_\_  significance of various job elements—personal preferences  
          \_\_\_  values, skills, and abilities—professional/technical, managerial, personal  
          \_\_\_  insight into capabilities—personal qualities, developmental needs  
          \_\_\_  ideal job description  
          \_\_\_  preferred working environment  
          \_\_\_  ideal life-style  
          \_\_\_  career goals  
          \_\_\_  other: \_\_\_\_\_
- 5.3. Identify personal characteristics which affect preferred job choices (e.g., desire to please; ability to solve problems, communicate, and follow directions; cheerfulness; cooperation; acceptance of criticism; manual dexterity; hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.4. Identify personal strengths which affect realistic job choices (e.g., desire to please, problem solving, communication, self-management, following directions, cheerfulness, cooperation, accepting of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.5. Identify personal limitations negatively affecting job choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

**Course Number: 7921330 - Career Education: 9-12**

- 5.6. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., ambition, talents, skills, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.8. Identify individual strengths and weaknesses which may affect realistic postsecondary educational opportunities and job choices (e.g., grades in school, study skills, motivation). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.9. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

**6. Demonstrate knowledge of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.**

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

physical assistance    full    partial                       assistive technology    full    partial

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- 6.1. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Describe educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.3. Describe the characteristics of postsecondary education and training opportunities within career clusters available to provide the skills associated with specific job types (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Demonstrate knowledge of diploma options and requirements for each diploma (e.g., standard diploma—number of credits, grade point average, pass HSCT or FCAT; special diploma—mastery of standards, number and types of courses). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by many employers, but not by universities). (CL.C.1.In.1, CL.C.1.Su.1)

**Course Number: 7921330 - Career Education: 9-12**

6.6. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

**7. Demonstrate knowledge of the role of self-advocacy in personal life and in the workplace.**

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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7.1. Demonstrate self-advocating behaviors (e.g., asking about available support, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Discriminate between examples and non-examples of self-advocating behavior in various situations (examples—promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.2, CL.C.1.Su.2)

7.3. Identify factors that promote self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocacy behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)

Specify: \_\_\_  home     \_\_\_  school     \_\_\_  community     \_\_\_  workplace

7.4. Identify factors that inhibit self-advocating behavior in various situations (e.g., lack of opportunity for self-advocacy, lack of reinforcement for self-advocating behavior, lack of training in self-advocacy rigid authority). (CL.C.1.In.2, CL.C.1.Su.2)

Specify: \_\_\_  home     \_\_\_  school     \_\_\_  community     \_\_\_  workplace

7.5. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: \_\_\_  home—family gathering, chores, meals  
          \_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_  community—events, organizations, services  
          \_\_\_  community—leisure activities, stores, restaurants, traveling  
          \_\_\_  workplace—on the job, breaks  
          \_\_\_  other: \_\_\_\_\_

**Course Number: 7921330 - Career Education: 9-12**

7.6. Monitor use of self-advocating behaviors in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: \_\_\_\_\_  home—family gathering, chores, meals  
\_\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_\_  community—events, organizations, services,  
\_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
\_\_\_\_\_  workplace—on the job, breaks  
\_\_\_\_\_  other: \_\_\_\_\_

**8. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial
- 

8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

8.2. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)

8.3. Identify steps in IEP development (e.g., determine desired long-term outcomes, determine a present level of performance, develop annual goals and related short-term objectives, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)

8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_\_\_  employment  
\_\_\_\_\_  continuing education  
\_\_\_\_\_  community participation  
\_\_\_\_\_  independent living  
\_\_\_\_\_  agency support  
\_\_\_\_\_  daily living skills  
\_\_\_\_\_  other: \_\_\_\_\_

8.5. Identify required and optional IEP team members. (IF.B.1.In.1, IF.B.1.Su.1)

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_\_\_  in-school—course of study, diploma, extracurricular activities  
\_\_\_\_\_  post-school—postsecondary training, employment  
\_\_\_\_\_  post-school—living arrangements, community participation

**Course Number: 7921330 - Career Education: 9-12**

- 8.8. Use the results of personal appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.10. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.11. Assist in setting annual goals and objectives, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)
- 8.13. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 8.14. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 8.15. Periodically monitor progress in a specific activity when carrying out the IEP goals and objectives (e.g., determine current status of plan, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 8.16. Accept assistance with and participate in own IEP meeting. (IF.B.1.Pa.1)

**9. Demonstrate effective strategies and problem-solving skills to be used when completing tasks at school, in the home, and in the community.**

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> physical prompt      | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision   | <input type="checkbox"/> other: _____  |

## Course Number: 7921330 - Career Education: 9-12

Indicate assistance necessary for mastery at participatory level:

\_\_\_\_ physical assistance  full  partial      \_\_\_\_ assistive technology  full  partial

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### Work Assignments

- 9.1. Use strategies to assist with the maintenance of on-task behavior. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_  work on only one task at a time  
          \_\_\_\_  pace self so tasks are completed on time  
          \_\_\_\_  do not take prolonged or unnecessary breaks  
          \_\_\_\_  reward yourself periodically for completing subtasks  
          \_\_\_\_  other: \_\_\_\_\_
- 9.2. Use strategies to maintain the expected level of productivity for the assignment or task. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_  use a timer or alarm clock to monitor time or deadlines  
          \_\_\_\_  keep a model of final product for reference  
          \_\_\_\_  use breaks appropriately  
          \_\_\_\_  other: \_\_\_\_\_

### Identifying Problems

- 9.3. Identify that a problem exists, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, failure to stay on task, frequent mistakes on assigned tasks, frequent arguments with co-workers or family members). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_  home    \_\_\_\_  school    \_\_\_\_  community    \_\_\_\_  workplace
- 9.4. Identify possible reasons for existing problems (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete tasks). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_  home    \_\_\_\_  school    \_\_\_\_  community    \_\_\_\_  workplace
- 9.5. Predict possible outcomes associated with specific problems (e.g., will not gain respect of others, may be passed over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_  home    \_\_\_\_  school    \_\_\_\_  community    \_\_\_\_  workplace

### Solving Problems

- 9.6. Apply a general model for solving real problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_  home    \_\_\_\_  school    \_\_\_\_  community    \_\_\_\_  workplace

**Course Number: 7921330 - Career Education: 9-12**

- 9.7. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)  
Specify setting: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 9.8. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; poor evaluation by a supervisor—need to improve performance). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.9. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.10. Apply the strategy of troubleshooting for problems in which the cause is not easily seen (e.g., anticipating schedule conflicts prior to scheduling, identifying problem areas in the assembly line process). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.11. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater production; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.12. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, and use same tactics when offered drugs). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.13. Analyze possible outcomes associated with specific problems (e.g., truancy—miss lectures and homework assignments, serve detention, have trouble with parents and school; arguments with co-workers—will not gain respect of others, may be passed over for promotions, may be demoted; body odor—poor hygiene, social isolation). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.14. Identify alternative courses of action for solving a particular problem (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods according to the Food Guide Pyramid). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 9.15. Select the most appropriate alternative or strategy for solving a specified problem. (CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  brainstorming—identifying all solutions that come to mind  
\_\_\_\_\_  identifying steps—when a complicated task is involved  
\_\_\_\_\_  estimating—when numbers are involved  
\_\_\_\_\_  matching consequences to actions—for cause and effect  
\_\_\_\_\_  troubleshooting—finding problems within a work process  
\_\_\_\_\_  creative thinking—when multiple solutions are acceptable  
\_\_\_\_\_  modeling—basing actions on those of a good example  
\_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7921330 - Career Education: 9-12**

- 9.16. Complete identified tasks to solve problems at home, school, or work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.17. Seek assistance when needed to solve problems at home, school, or work (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.18. Describe effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.19. Accept assistance with and participate in solving problems encountered in routine tasks at home, school or in the community. (CL.B.4.Pa.1)

**10. Demonstrate knowledge of contributing factors for positive self-esteem and personal feelings of efficacy.**

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
- assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
- 

- 10.1. Identify ways that planning and goal-setting affect one’s feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources, can’t handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.3. Identify behaviors that reflect positive self-esteem (e.g., interacts easily with new people, makes positive comments about self, sets high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 10.4. Discriminate between examples and non-examples of behaviors that demonstrate self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence). (IF.B.2.In.1, IF.B.2.Su.1)

**Course Number: 7921330 - Career Education: 9-12**

10.5. Identify factors that promote feelings of self-esteem (e.g., supportive family, opportunities for making choices, positive reinforcement for success). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_  home \_\_\_\_  school \_\_\_\_  community \_\_\_\_  workplace

10.6. Identify factors that inhibit feelings of positive self-esteem (e.g., lack of opportunities for reinforcement, lack of training in self-esteem, lack of reinforcement for self-esteem, excessive criticism). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_  home \_\_\_\_  school \_\_\_\_  community \_\_\_\_  workplace

10.7. Use behaviors that reflect positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_  home—family gatherings, chores, meals  
\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_  community—events, organizations, services  
\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
\_\_\_\_  workplace—on the job, breaks  
\_\_\_\_  other: \_\_\_\_\_

10.8. Monitor own feelings of self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_  home—family gatherings, chores, meals  
\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_  community—events, organizations, services  
\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
\_\_\_\_  workplace—on the job, breaks  
\_\_\_\_  other: \_\_\_\_\_

**11. Demonstrate personal care skills that meet demands of situations at school, in the home, in the workplace, and in the community.**

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_\_ physical prompt                      \_\_\_\_ verbal prompt                      \_\_\_\_ visual prompt  
\_\_\_\_ assistive technology                      \_\_\_\_ supervision                      \_\_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_\_ physical assistance  full  partial                      \_\_\_\_ assistive technology  full  partial

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**Course Number: 7921330 - Career Education: 9-12**

**Grooming and Hygiene**

11.1. Identify personal care activities involved in grooming and hygiene. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  hair—shampooing, drying, combing, styling, cutting  
\_\_\_\_\_  nails—cutting, polishing, cleaning, filing  
\_\_\_\_\_  cosmetics—applying, removing  
\_\_\_\_\_  shaving  
\_\_\_\_\_  washing and bathing  
\_\_\_\_\_  toileting  
\_\_\_\_\_  menstrual care  
\_\_\_\_\_  other: \_\_\_\_\_

11.2. Demonstrate skills related to grooming and hygiene when completing personal care activities (e.g., hair—knowing desired length and style, knowing the difference between shampoo and conditioner; nails—knowing desired length, knowing how to clean and file; cosmetics—knowing where each type of cosmetic is applied, knowing how to remove cosmetics; shaving—knowing about different types of shavers, and skin conditions; hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day [morning or evening], after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

11.3. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)

11.4. Accept assistance with and participate in routine personal care activities involving grooming and hygiene. (IF.A.1.Pa.1)

Specify: \_\_\_\_\_

**Motor Control and Self-Management**

11.5. Identify personal care needs involved in motor control and managing self.

(IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  strength, stamina, endurance, and muscular flexibility  
\_\_\_\_\_  postural alignment for sitting, standing, lifting, and movement  
\_\_\_\_\_  proximity to objects  
\_\_\_\_\_  other: \_\_\_\_\_

11.6. Demonstrate specific skills in completing personal care activities needed for motor control or managing self (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)

**Course Number: 7921330 - Career Education: 9-12**

- 11.7. Accept assistance with and participate in routine activities that involve motor control and managing self (If.A.1.Pa.2)  
Specify activities: \_\_\_\_\_

**Nutrition**

- 11.8. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.9. Demonstrate specific skills in completing health care activities involving nutrition (e.g., preparing nutritious snacks or meals, limiting the amount of intake, using the Food Guide Pyramid when planning meals, using knowledge of serving sizes, interpreting nutritional information on packages). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.10. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—one-half cupful of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

**Health Care and Wellness**

- 11.11. Identify common health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  identification of communicable diseases and symptoms  
\_\_\_\_\_  knowledge of how diseases are transmitted and incubation periods  
\_\_\_\_\_  preventative measures and ways to avoid contact  
\_\_\_\_\_  possible treatments for communicable diseases  
\_\_\_\_\_  other: \_\_\_\_\_
- 11.12. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.13. Demonstrate specific skills in giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, using knowledge of the methods of stopping bleeding, knowing when not to move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.14. Use strategies to provide first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.15. Accept assistance with and participate in health care activities involving treatment and control of diseases and first aid. (IF.A.1.Pa.2)

## **Course Number: 7921330 - Career Education: 9-12**

### **Wellness**

- 11.16. Identify health care related to wellness (e.g., wellness plan, preventative medical and dental care, social activities). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.17. Demonstrate specific skills in completing health care activities involving wellness (e.g., developing a wellness plan, identifying specific health problems, describing problems to a doctor or medical assistant, using knowledge of nonprescription medicines for minor aches and pains, knowing what doctor to call for a specific problem, knowing the type of fitness program appropriate for your personal abilities). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.18. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.19. Accept assistance with and participate in wellness activities. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_

### **Tobacco, Alcohol, and Other Drug Abuse**

- 11.20. Identify health care activities that prevent tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; knowing the dangers of tobacco, alcohol, and other drug abuse; knowing when prescription or nonprescription drugs should be taken; knowing the effects of smoking). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.21. Use strategies related to the prevention of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse with dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers if needed; get advice from a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.22. Accept assistance with and participate in activities related to prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)  
Specify : \_\_\_\_\_

### **Disability Awareness**

- 11.23. Demonstrate specific skills in completing health care activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices, administering self-medication, finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)

**Course Number: 7921330 - Career Education: 9-12**

11.24. Use strategies related to disability awareness to complete health care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group, get on a mailing list of disability advocacy groups, ask friends with similar disabilities, keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

**Exercise**

11.25. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

11.26. Use strategies to participate in exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with an exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

11.27. Accept assistance with and participate in exercise routines. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_

**12. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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12.1. Demonstrate skills in completing productive activities involving managing money and personal finances (e.g., donating money to charities; filing taxes; counting money or check amount to deposit; opening a savings or checking account; reviewing and paying monthly bills and statements; storing information regarding personal finances; knowing how much money is in your savings or checking account; knowing to account for food, bills, and unexpected events when preparing a budget; knowing tax regulations). (IF.A.1.In.1, IF.A.1.Su.1)

12.2. Use strategies related to managing money and personal finances to complete productive activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark due dates of recurring bills on calendar, pay bills immediately upon receipt, pay bills at regularly scheduled times—first and fifteenth of the month). (IF.A.1.In.1, IF.A.1.Su.1)

**Course Number: 7921330 - Career Education: 9-12**

- 12.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with financial needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 12.4. Select the community agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with finances (e.g., high interest savings account, high interest checking account, low or no monthly fees, low interest loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.5. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, knowledge of how to manage a checking account). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.6. Document activities or transactions performed to accomplish personal money management (e.g., keep an accurate account balance, keep track of daily expenditures, enter deposits when made). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.7. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 12.8. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 12.9. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent for the project, determining how much more money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.10. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.11. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 12.12. Solve problems involving purchases with a discount to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.13. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a student loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)
- 13. Demonstrate safe travel skills within and beyond the community including using public or private transportation if appropriate.**
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

## Course Number: 7921330 - Career Education: 9-12

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### General Travel Skills

- 13.1. Demonstrate basic personal safety skills when traveling to and from school, work, or community location (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.2. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.3. Find a desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.4. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.5. Practice safety procedures when moving about in the community (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.6. Move about familiar environments purposefully with assistance. (IF.A.2.Pa.2)

### Traveling by Bus

- 13.7. Obey traffic signs (e.g., stop lights, stop signs, railroad crossings, pedestrian crosswalks, yield signs). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.8. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 13.9. Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.10. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)



**Course Number: 7921330 - Career Education: 9-12**

**Driving an Automobile**

- 13.11. Accept assistance with and participate in traveling from one location to another by bus or other mass transit system. (IF.A.2.Pa.2)  
Specify: \_\_\_\_\_
- 13.12. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.13. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.14. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner's manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove fuel tank cap; lift gas nozzle; push handle up on pump; place nozzle in fuel tank; fill; replace nozzle on gas pump; replace fuel tank cap; close fuel tank door, pay for gas). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.15. Explain the need for auto insurance and the consequences for non-compliance (e.g., need—protection from lawsuits, coverage of cost of repairs to own vehicle, coverage of cost of repairs to another vehicle, compliance with laws, coverage of costs of hospital bills if injured; consequences—lawsuits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.16. Describe the steps to take when involved in an accident (e.g., call police, produce operator's license and car registration, obtain copy of police report, call insurance company, obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.17. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones). (IF.A.2.In.2, IF.A.2.Su.2)

**14. Demonstrate understanding of appropriate activities for recreation and leisure.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and  
community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

**Course Number: 7921330 - Career Education: 9-12**

- 14.1. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books). (IF.A.1.In.1, IF.A.1.Su.1)
- 14.2. Demonstrate knowledge and skills needed to participate in a variety of leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  games                      \_\_\_\_\_  hobbies                      \_\_\_\_\_  sports  
                  \_\_\_\_\_  outdoor activities                      \_\_\_\_\_  entertainment  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 14.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with recreation needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 14.4. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual requests for assistance with recreation needs (e.g., cost effectiveness, proximity, accessibility, positive reputation). (IF.A.2.In.1, IF.A.2.Su.1)
- 14.5. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular recreation service (e.g., movies—access to transportation and start times; libraries—library card, knowledge of numbering systems, literacy). (IF.A.1.In.1, IF.A.1.Su.1)
- 14.6. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)  
Specify activity: \_\_\_\_\_

**15. Demonstrate knowledge of the nature and importance of community involvement and participation for all citizens.**

- IF.A.2.In.1        select and use community resources and services for specified purposes.
- IF.A.2.Su.1        use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Pa.1        participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
- 

- 15.1. Demonstrate skills in completing productive activities in the community involving citizenship (e.g., discussing politics, public issues, and current events; voting in an election; working with others; obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.2. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., mark election days on calendar, keep articles from newspaper or video clips of candidates' views on issues, carry driver's license at all times, ask trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

**Course Number: 7921330 - Career Education: 9-12**

- 15.3. Demonstrate skills in completing productive activities in the community involving community organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance, knowing what organizations do, knowing how to join an organization, identifying the officers and leaders of organizations or groups, determining guidelines for membership). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.4. Use strategies related to finding community organizations to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., look at membership list of group to see if they are people who share your interests, ask members of the organization how they like it, read information, view video tapes about the group, ask a trusted friend or relative). (IF.A.2.In.1, IF.A.2.Su.1)
- 15.5. Demonstrate skills in completing productive activities in the community involving community members and neighbors (e.g., working with others; showing concern for others; planning a picnic—selecting food, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.6. Accept assistance with and participate in activities involving the use of community resources. (IF.A.2.Pa.1)  
Specify activity: \_\_\_\_\_

**16. Demonstrate effective communication skills for use in school, home, workplace, and community settings.**

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.  
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.  
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
- 

**Using Written Communication**

- 16.1. Use the appropriate format for documents and written communications to accomplish functional tasks in the workplace. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  note or e-mail—brief message to co-worker or supervisor  
          \_\_\_  memo—announce an event to your customers  
          \_\_\_  letter—business, response to complaint, request for information  
          \_\_\_  report—progress report, business plan  
          \_\_\_  other: \_\_\_\_\_

**Course Number: 7921330 - Career Education: 9-12**

16.2. Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: \_\_\_\_\_  caller's name                      \_\_\_\_\_  date  
                  \_\_\_\_\_  who they represent                      \_\_\_\_\_  time  
                  \_\_\_\_\_  phone number                      \_\_\_\_\_  message  
                  \_\_\_\_\_  other: \_\_\_\_\_

16.3. List information (*who, what, when, and where*) of a given message. (Writing D 11: VI)

16.4. Write and address an envelope. (Writing D 12: VI)

16.5. Use an appropriate source to obtain written information for a work assignment (e.g., manuals, procedures documents, operating instructions, schedules, policies). (CL.B.1.In.2, CL.B.1.Su.2)

**Communication Skills**

16.6. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, walking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  tone of voice                      \_\_\_\_\_  pitch  
                  \_\_\_\_\_  fluency (rate and rhythm)                      \_\_\_\_\_  loudness  
                  \_\_\_\_\_  duration                      \_\_\_\_\_  other: \_\_\_\_\_

16.7. Use critical listening skills (e.g., listening for content; paying attention to cues—first, second..., in summary, the most important thing to remember is; linking to prior knowledge and experiences; considering emotional meaning). (CO.A.1.In.1, CO.A.1.Su.1)

16.8. Use strategies to improve listening (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

16.9. Use appropriate language to express need for assistance in various situations (e.g., ask for help, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

16.10. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

16.11. Respond to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

16.12. Respond to other's generosity by stating appreciation (e.g., thank the person, tell person how much you like the gift or action, let the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)



**Course Number: 7921330 - Career Education: 9-12**

16.22. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

16.23. Give effective feedback to others (e.g., “You are doing great.” “Try to do five more.” “You need to try to throw the ball straight by looking where you are throwing.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

**17. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.**

- SE.A.1.In.1      cooperate in a variety of group situations.
- SE.A.1.In.2      assist in establishing and meeting group goals.
- SE.A.1.In.3      function effectively within formal organizations.
- SE.A.1.Su.1      cooperate in group situations—with guidance and support.
- SE.A.1.Su.2      function effectively within formal organizations—with guidance and support.
- SE.A.1.Pa.1      participate effectively in group situations—with assistance.
- SE.A.2.In.1      interact acceptably—with others within the course of social, vocational, and community living.
- SE.A.2.Su.1      interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1      engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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## Course Number: 7921330 - Career Education: 9-12

### Skills for Working in Groups

- 17.1. Demonstrate behaviors that contribute positively to group effort (e.g., coming on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, showing self-control when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.2. Demonstrate appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.3. Demonstrate steps for group problem solving (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, determine most likely cause(s), implement corrective action or solution, report results, move onto the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.4. Volunteer for and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.5. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.6. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.7. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, exhibiting fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 17.9. Accept assistance with and participate in group situations. (SE.A.1.Pa.2)  
Specify: \_\_\_\_\_

### Interpersonal Communication Skills

- 17.10. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.11. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

**Course Number: 7921330 - Career Education: 9-12**

- 17.12. Display acceptance for people with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.13. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.14. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, identifying your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.15. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all are seated). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.16. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.17. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.18. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.19. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.20. Display self-control in social situations (e.g., controls temper, accepts friendly teasing, accepts disappointments, accepts constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.21. Accept assistance with and participate in appropriate interaction with others.  
(SE.A.2.Pa.1)  
Specify: \_\_\_\_\_

**Physical Contact**

- 17.22. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendships—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.23. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)



**Course Number: 7921330 - Career Education: 9-12**

- 17.24. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor’s help, ask a peer for help, ask a family member for help, call for a teacher’s assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.25. Accept assistance with and participate in refusing inappropriate physical contact from others. (SE.A.2.Pa.1)

**Conflict Resolution**

- 17.26. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.27. Identify characteristics of the diverse nature of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.28. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.29. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.30. Use skills when faced with a problem (e.g., determine the magnitude of the conflict; identify benefits gained from the resolution; establish acceptable negotiating guidelines; establish ground rules for time, commitment to the process, who will serve as the mediator, and confidentiality; use strategy and tactics for a win-win resolution; reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)

**Leadership Skills**

- 17.31. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 17.32. Identify the effects that different kinds of leaders have on a group’s effectiveness. (SE.A.1.In.2)  
Specify: \_\_\_\_\_  supportive leaders—more participation by group members  
          \_\_\_\_\_  controlling leaders—group members may operate in fear  
          \_\_\_\_\_  negligent leaders—group members may not stay on task  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7921330 - Career Education: 9-12**

17.33. Identify behaviors that are used by leaders to keep group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

**Functioning in Organizations**

17.34. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

17.35. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

17.36. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: \_\_\_\_\_  policy manuals  
\_\_\_\_\_  rules and regulations  
\_\_\_\_\_  security systems  
\_\_\_\_\_  other: \_\_\_\_\_

17.37. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: \_\_\_\_\_  school                      \_\_\_\_\_  community

17.38. Demonstrate behavior that meets the expectations of the organization. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: \_\_\_\_\_  schools                      \_\_\_\_\_  agencies  
\_\_\_\_\_  businesses                      \_\_\_\_\_  institutions  
\_\_\_\_\_  workplace                      \_\_\_\_\_  other: \_\_\_\_\_

17.39. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

# Course: 7921025 Access United States History

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1806.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Access United States History
<b>Course Number:</b>	7821025
<b>Course Abbreviated Title:</b>	ACCESS US HIST
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> » <b>Grade Group:</b> <a href="#">Senior High and Adult</a> » <b>Subject:</b> <a href="#">Academics - Subject Areas</a> »
<b>Number of Credits:</b>	Course may be taken for up to two credits
<b>Course length:</b>	Year
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p><b>Access Courses:</b> Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which 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 a significant cognitive disability.</p> <p><b>Subject Relevance:</b> Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules and institutions frame the world in which we live and influence relationships at all levels, whether it is a</p>

friendship, a family, a school, a community, a country, or a world.

Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy, or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them.

Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities.

### **Access United States History**

**Major Concepts/Content:** The United States History curriculum consists of the following content area strands: American History, Geography, and Humanities. The content is intended to develop or expand the student's understanding of the:

- Causes, course, and consequence of the Civil War and Reconstruction
- Transformation of the American economic, social, and political conditions in response to the Industrial Revolution
- The changing role of the United States in world affairs
- Changing social, political, and economic conditions of the Roaring Twenties and the Great Depression
- Causes, course, and consequences of World War II
- International influence of the United States and the impact of contemporary social and political movements on American life
- Maps and other geographic representations, tools, and technology
- Physical and cultural characteristics of places
- Characteristics, distribution, and migration of human populations
- Historical, social, and cultural contexts of the arts
- Influence of transportation, trade, communication, science,

and technology on cultures

**RELATED ACCESS POINTS: Independent(91) Supported(91) Participatory(91)**

<p><a href="#"><u>SS.912.A.1.1</u></a> :</p>	<p>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>SS.912.A.1.In.a</u></a>: Identify the importance of the use of authentic sources and critical review by historians to write about events.</li><li>• <a href="#"><u>SS.912.A.1.Su.a</u></a>: Identify the importance of the use of authentic sources by historians to write about events.</li><li>• <a href="#"><u>SS.912.A.1.Pa.a</u></a>: Recognize that historians write about events.</li></ul>
<p><a href="#"><u>SS.912.A.2.1</u></a> :</p>	<p>Review causes and consequences of the Civil War.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>SS.912.A.2.In.a</u></a>: Identify the major causes and consequences of the Civil War.</li><li>• <a href="#"><u>SS.912.A.2.Su.a</u></a>: Recognize the major causes and consequences of the Civil War.</li><li>• <a href="#"><u>SS.912.A.2.Pa.a</u></a>: Recognize characteristics of life during the Civil War.</li></ul>
<p><a href="#"><u>SS.912.A.3.1</u></a> :</p>	<p>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>SS.912.A.3.In.a</u></a>: Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural</li></ul>

	<p>development, and increasing the use of commercial agriculture.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.Su.a</a>: Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.</li> <li>• <a href="#">SS.912.A.3.Pa.a</a>: Recognize employment options in America.</li> </ul>
<p><a href="#">SS.912.A.4.1</a> :</p>	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.a</a>: Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal.</li> <li>• <a href="#">SS.912.A.4.Su.a</a>: Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal.</li> <li>• <a href="#">SS.912.A.4.Pa.a</a>: Recognize the continuing growth over time of the United States.</li> </ul>
<p><a href="#">SS.912.A.6.1</a> :</p>	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.a</a>: Identify major causes and consequences of World War II on the United States and the world.</li> <li>• <a href="#">SS.912.A.6.Su.a</a>: Recognize a major cause and result of World War II on the United States and the world.</li> <li>• <a href="#">SS.912.A.6.Pa.a</a>: Recognize that the United States fought in a war.</li> </ul>
<p><a href="#">SS.912.A.7.1</a> :</p>	<p>Identify causes for Post-World War II prosperity and its effects on American society.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.a</a>: Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs.</li> <li>• <a href="#">SS.912.A.7.Su.a</a>: Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs.</li> <li>• <a href="#">SS.912.A.7.Pa.a</a>: Recognize a characteristic of post-World War II, such as suburbs and modern appliances.</li> </ul>
<p><a href="#">SS.912.A.5.1</a> :</p>	<p>Discuss the economic outcomes of demobilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.a</a>: Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction.</li> <li>• <a href="#">SS.912.A.5.Su.a</a>: Recognize a result of demobilization, such as the reintegration of soldiers into civilian life.</li> <li>• <a href="#">SS.912.A.5.Pa.a</a>: Recognize that soldiers return home after a war.</li> </ul>
<p><a href="#">SS.912.G.2.1</a> :</p>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.2.In.a</a>: Identify physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that explain settlement patterns in the United States regions over time.</li> <li>• <a href="#">SS.912.G.2.Su.a</a>: Recognize physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that affected where people settled in the United States.</li> <li>• <a href="#">SS.912.G.2.Pa.a</a>: Recognize the effect of a physical characteristic of a place on people.</li> </ul>
<p><a href="#">SS.912.H.1.1</a> :</p>	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in</p>

	<p>which they were created.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.H.1.In.a</a>: Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.</li> <li>• <a href="#">SS.912.H.1.Su.a</a>: Recognize works in the arts, including music and visual arts, from a time period, such as Classical, Renaissance, or Contemporary.</li> <li>• <a href="#">SS.912.H.1.Pa.a</a>: Recognize a characteristic of a work in the arts from a time period.</li> </ul>
<p><a href="#">SS.912.H.3.1</a> :</p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.H.3.In.a</a>: Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.</li> <li>• <a href="#">SS.912.H.3.Su.a</a>: Recognize an effect of transportation, trade, communication, science, or technology on the diffusion of a culture to another location.</li> <li>• <a href="#">SS.912.H.3.Pa.a</a>: Recognize that communication helps spread ideas to other cultures.</li> </ul>
<p><a href="#">SS.912.A.1.2</a> :</p>	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.1.In.b</a>: Identify the author and purpose of significant historical documents using primary and secondary sources.</li> <li>• <a href="#">SS.912.A.1.Su.b</a>: Identify the author and purpose of significant historical documents.</li> <li>• <a href="#">SS.912.A.1.Pa.b</a>: Use appropriate sources to obtain information about history.</li> </ul>
<p><a href="#">SS.912.A.2.2</a> :</p>	<p>Assess the influence of significant people or groups on</p>



	<p>Reconstruction.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.2.In.b</a>: Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.</li> <li>• <a href="#">SS.912.A.2.Su.b</a>: Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.</li> <li>• <a href="#">SS.912.A.2.Pa.b</a>: Recognize there were leaders who promoted social justice.</li> </ul>
<p><a href="#">SS.912.A.3.2</a> :</p>	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.b</a>: Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone).</li> <li>• <a href="#">SS.912.A.3.Su.b</a>: Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.</li> <li>• <a href="#">SS.912.A.3.Pa.b</a>: Recognize goods that are manufactured, such as clothing.</li> </ul>
<p><a href="#">SS.912.A.4.2</a> :</p>	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.b</a>: Identify the benefits of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.</li> <li>• <a href="#">SS.912.A.4.Su.b</a>: Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.Pa.b</a>: Recognize the continuing growth over time of the United States.</li> </ul>
<p><a href="#">SS.912.A.6.2</a> :</p>	<p>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.b</a>: Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries.</li> <li>• <a href="#">SS.912.A.6.Su.b</a>: Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war.</li> <li>• <a href="#">SS.912.A.6.Pa.b</a>: Recognize that a country can provide aid to other countries (allies) during a war.</li> </ul>
<p><a href="#">SS.912.A.7.2</a> :</p>	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.b</a>: Identify the prosperity of different ethnic groups and social classes in the post-World War II period.</li> <li>• <a href="#">SS.912.A.7.Su.b</a>: Recognize the prosperity of different ethnic groups and social classes in the post-World War II period.</li> <li>• <a href="#">SS.912.A.7.Pa.b</a>: Recognize that different groups of people may be rich or poor.</li> </ul>
<p><a href="#">SS.912.A.5.2</a> :</p>	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.b</a>: Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest.</li> <li>• <a href="#">SS.912.A.5.Su.b</a>: Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by</li> </ul>

	<p>workers, laws limiting immigration, or racial unrest.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.Pa.b</a>: Recognize behaviors that result from fears.</li> </ul>
<p><a href="#">SS.912.G.1.2</a> :</p>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.1.In.b</a>: Use spatial perspective and appropriate geographic terms and tools to organize and identify information about a location.</li> <li>• <a href="#">SS.912.G.1.Su.b</a>: Use spatial perspective and appropriate geographic terms and tools to identify information about a location.</li> <li>• <a href="#">SS.912.G.1.Pa.b</a>: Associate terms used by geographers with places, people, or the environment.</li> </ul>
<p><a href="#">SS.912.G.4.2</a> :</p>	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.4.In.b</a>: Use geographic terms and tools to describe the push/pull factors contributing to human migration.</li> <li>• <a href="#">SS.912.G.4.Su.b</a>: Use geographic terms and tools to identify the push/pull factors contributing to human migration.</li> <li>• <a href="#">SS.912.G.4.Pa.b</a>: Recognize a cause of migration.</li> </ul>
<p><a href="#">SS.912.A.1.3</a> :</p>	<p>Utilize timelines to identify the time sequence of historical data.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.1.In.c</a>: Use a timeline to identify the sequence of historical data.</li> <li>• <a href="#">SS.912.A.1.Su.c</a>: Use a timeline to identify a historical event.</li> <li>• <a href="#">SS.912.A.1.Pa.c</a>: Use a timeline to recognize an event that occurred in the past.</li> </ul>
<p><a href="#">SS.912.A.2.3</a> :</p>	<p>Describe the issues that divided Republicans during the early</p>

	<p>Reconstruction era.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.2.In.c</a>: Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK).</li> <li>• <a href="#">SS.912.A.2.Su.c</a>: Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK).</li> <li>• <a href="#">SS.912.A.2.Pa.c</a>: Recognize that groups of people continued to disagree about slavery after the war.</li> </ul>
<p><a href="#">SS.912.A.3.3</a> :</p>	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.c</a>: Identify technological developments and inventions in the Industrial Revolutions in the United States.</li> <li>• <a href="#">SS.912.A.3.Su.c</a>: Recognize technological developments and inventions in the Industrial Revolutions in the United States.</li> <li>• <a href="#">SS.912.A.3.Pa.c</a>: Recognize that inventions changed life in the United States.</li> </ul>
<p><a href="#">SS.912.A.4.3</a> :</p>	<p>Examine causes, course, and consequences of the Spanish American War.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.c</a>: Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific.</li> <li>• <a href="#">SS.912.A.4.Su.c</a>: Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific.</li> <li>• <a href="#">SS.912.A.4.Pa.c</a>: Recognize the continuing growth over time of the United States.</li> </ul>

[SS.912.A.6.3](#) :

Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

**Access Points:**

- [SS.912.A.6.In.c](#): Identify the impact of the Holocaust during World War II on Jews and other groups.
- [SS.912.A.6.Su.c](#): Recognize an impact of the Holocaust during World War II on Jews and other groups.
- [SS.912.A.6.Pa.c](#): Recognize that groups may be treated badly because they are different.

[SS.912.A.7.3](#) :

Examine the changing status of women in the United States from post-World War II to present.

**Access Points:**

- [SS.912.A.7.In.c](#): Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control.
- [SS.912.A.7.Su.c](#): Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control.
- [SS.912.A.7.Pa.c](#): Recognize a role of women, such as working outside the home.

[SS.912.A.5.3](#) :

Examine the impact of United States foreign economic policy during the 1920s.

**Access Points:**

- [SS.912.A.5.In.c](#): Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.
- [SS.912.A.5.Su.c](#): Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.
- [SS.912.A.5.Pa.c](#): Recognize that the government makes rules about taxes and spending.

<p><a href="#"><u>SS.912.G.1.3</u></a> :</p>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.G.1.In.c</u></a>: Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems.</li> <li>• <a href="#"><u>SS.912.G.1.Su.c</u></a>: Use applicable units of measurement to identify the distance between two places on a map to solve simple problems.</li> <li>• <a href="#"><u>SS.912.G.1.Pa.c</u></a>: Use positional words to identify a relative location on a map.</li> </ul>
<p><a href="#"><u>SS.912.G.4.3</u></a> :</p>	<p>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.G.4.In.c</u></a>: Use geographic terms and tools to examine effects of migration on the place of origin and destination.</li> <li>• <a href="#"><u>SS.912.G.4.Su.c</u></a>: Use geographic terms and tools to identify an effect of migration on the place of origin and destination.</li> <li>• <a href="#"><u>SS.912.G.4.Pa.c</u></a>: Recognize an effect of migration.</li> </ul>
<p><a href="#"><u>SS.912.H.1.3</u></a> :</p>	<p>Relate works in the arts to various cultures.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.H.1.In.c</u></a>: Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern.</li> <li>• <a href="#"><u>SS.912.H.1.Su.c</u></a>: Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern.</li> <li>• <a href="#"><u>SS.912.H.1.Pa.c</u></a>: Recognize a characteristic of a work in the arts from a time period.</li> </ul>
<p><a href="#"><u>SS.912.A.1.4</u></a> :</p>	<p>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.1.In.d</a>: Interpret pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.</li> <li>• <a href="#">SS.912.A.1.Su.d</a>: Use pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.</li> <li>• <a href="#">SS.912.A.1.Pa.d</a>: Recognize pictures, cartoons, or artifacts about the past.</li> </ul>
<p><a href="#">SS.912.A.2.4</a> :</p>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.2.In.d</a>: Identify freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote.</li> <li>• <a href="#">SS.912.A.2.Su.d</a>: Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote.</li> <li>• <a href="#">SS.912.A.2.Pa.d</a>: Recognize that African American males have the right to vote.</li> </ul>
<p><a href="#">SS.912.A.3.4</a> :</p>	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.d</a>: Identify how developments in industry affected the United States economy, such as railroads, forms of communication, and corporations.</li> <li>• <a href="#">SS.912.A.3.Su.d</a>: Recognize how a development in industry affected the United States economy, such as railroads or forms of communication.</li> <li>• <a href="#">SS.912.A.3.Pa.d</a>: Recognize transportation and communication systems.</li> </ul>

<p><a href="#"><u>SS.912.A.4.4</u></a> :</p>	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.4.In.d</u></a>: Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact.</li> <li>• <a href="#"><u>SS.912.A.4.Su.d</u></a>: Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact.</li> <li>• <a href="#"><u>SS.912.A.4.Pa.d</u></a>: Recognize that a canal is a man-made waterway for travel.</li> </ul>
<p><a href="#"><u>SS.912.A.6.4</u></a> :</p>	<p>Examine efforts to expand or contract rights for various populations during World War II.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.6.In.d</u></a>: Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.</li> <li>• <a href="#"><u>SS.912.A.6.Su.d</u></a>: Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.</li> <li>• <a href="#"><u>SS.912.A.6.Pa.d</u></a>: Recognize that groups may be treated differently during a war.</li> </ul>
<p><a href="#"><u>SS.912.A.7.4</u></a> :</p>	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.7.In.d</u></a>: Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.Su.d</a>: Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society.</li> <li>• <a href="#">SS.912.A.7.Pa.d</a>: Recognize a government program that helps people.</li> </ul>
<a href="#">SS.912.A.5.4</a> :	<p>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.d</a>: Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing.</li> <li>• <a href="#">SS.912.A.5.Su.d</a>: Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing.</li> <li>• <a href="#">SS.912.A.5.Pa.d</a>: Recognize that when people have more money, they can buy more goods.</li> </ul>
<a href="#">SS.912.A.1.5</a> :	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.1.In.e</a>: Determine the accuracy of current events and Internet resources by comparing them to reliable sources.</li> <li>• <a href="#">SS.912.A.1.Su.e</a>: Recognize the accuracy of current events and Internet resources by comparing them to reliable sources.</li> <li>• <a href="#">SS.912.A.1.Pa.e</a>: Recognize information about current events.</li> </ul>
<a href="#">SS.912.A.2.5</a> :	<p>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.2.In.e</a>: Identify the purpose of laws of segregation,</li> </ul>

	<p>often called Jim Crow Laws.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.2.Su.e</a>: Recognize examples of laws of segregation, often called Jim Crow Laws.</li> <li>• <a href="#">SS.912.A.2.Pa.e</a>: Recognize the social issue of segregation.</li> </ul>
<p><a href="#">SS.912.A.3.5</a> :</p>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.e</a>: Identify a significant inventor of the Industrial Revolution, including an African American or a woman.</li> <li>• <a href="#">SS.912.A.3.Su.e</a>: Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.</li> <li>• <a href="#">SS.912.A.3.Pa.e</a>: Recognize that inventions help people.</li> </ul>
<p><a href="#">SS.912.A.4.5</a> :</p>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.e</a>: Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies’ plan for peace.</li> <li>• <a href="#">SS.912.A.4.Su.e</a>: Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies’ plan for peace.</li> <li>• <a href="#">SS.912.A.4.Pa.e</a>: Recognize how countries help each other in a war.</li> </ul>
<p><a href="#">SS.912.A.6.5</a> :</p>	<p>Explain the impact of World War II on domestic government policy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.e</a>: Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.Su.e</a>: Recognize an impact of World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities.</li> <li>• <a href="#">SS.912.A.6.Pa.e</a>: Recognize that war causes changes in home life.</li> </ul>
<p><a href="#">SS.912.A.7.5</a> :</p>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.e</a>: Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.</li> <li>• <a href="#">SS.912.A.7.Su.e</a>: Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.</li> <li>• <a href="#">SS.912.A.7.Pa.e</a>: Recognize that people act in violent and nonviolent ways to bring about change.</li> </ul>
<p><a href="#">SS.912.A.5.5</a> :</p>	<p>Describe efforts by the United States and other world powers to avoid future wars.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.e</a>: Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations.</li> <li>• <a href="#">SS.912.A.5.Su.e</a>: Recognize that the League of Nations was formed to prevent wars.</li> <li>• <a href="#">SS.912.A.5.Pa.e</a>: Recognize that countries want to prevent wars.</li> </ul>
<p><a href="#">SS.912.H.1.5</a> :</p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.H.1.In.e</a>: Identify ways historical events, social</li> </ul>

	<p>context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.H.1.Su.e</a>: Recognize that works of art reflect events, cultures, or government.</li> <li>• <a href="#">SS.912.H.1.Pa.e</a>: Recognize a characteristic of a work in the arts from a time period.</li> </ul>
<p><a href="#">SS.912.A.1.6</a> :</p>	<p>Use case studies to explore social, political, legal, and economic relationships in history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.1.In.f</a>: Use a case study to identify social, political, legal, and economic relationships in history.</li> <li>• <a href="#">SS.912.A.1.Su.f</a>: Use a case study to recognize social, political, legal, and economic relationships in history.</li> <li>• <a href="#">SS.912.A.1.Pa.f</a>: Use a case study to obtain information on history.</li> </ul>
<p><a href="#">SS.912.A.2.6</a> :</p>	<p>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.2.In.f</a>: Identify the sharecropping and debt peonage system that was practiced in the United States.</li> <li>• <a href="#">SS.912.A.2.Su.f</a>: Recognize that sharecropping was a common way of life for freed people.</li> <li>• <a href="#">SS.912.A.2.Pa.f</a>: Recognize the social issue of segregation.</li> </ul>
<p><a href="#">SS.912.A.3.6</a> :</p>	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.f</a>: Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.Su.f</a>: Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.</li> <li>• <a href="#">SS.912.A.3.Pa.f</a>: Recognize that government can control business.</li> </ul>
<a href="#">SS.912.A.6.6</a> :	<p>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.f</a>: Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II.</li> <li>• <a href="#">SS.912.A.6.Su.f</a>: Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II.</li> <li>• <a href="#">SS.912.A.6.Pa.f</a>: Recognize that countries may take drastic measures to end a war.</li> </ul>
<a href="#">SS.912.A.4.6</a> :	<p>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.f</a>: Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda.</li> <li>• <a href="#">SS.912.A.4.Su.f</a>: Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda.</li> <li>• <a href="#">SS.912.A.4.Pa.f</a>: Recognize that citizens support their country during a war.</li> </ul>
<a href="#">SS.912.A.5.6</a> :	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing</p>

	<p>American society in the 1920s.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.f</a>: Identify the influences of Hollywood, the Harlem Renaissance, and prohibition on American society in the 1920s.</li> <li>• <a href="#">SS.912.A.5.Su.f</a>: Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s.</li> <li>• <a href="#">SS.912.A.5.Pa.f</a>: Recognize the influences of groups with different beliefs.</li> </ul>
<p><a href="#">SS.912.A.7.6</a> :</p>	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.f</a>: Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.</li> <li>• <a href="#">SS.912.A.7.Su.f</a>: Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.</li> <li>• <a href="#">SS.912.A.7.Pa.f</a>: Recognize that people act in violent and nonviolent ways to bring about change.</li> </ul>
<p><a href="#">SS.912.A.1.7</a> :</p>	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.1.In.g</a>: Identify selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.</li> <li>• <a href="#">SS.912.A.1.Su.g</a>: Recognize selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.</li> <li>• <a href="#">SS.912.A.1.Pa.g</a>: Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education,</li> </ul>

	<p>or publications.</p>
<p><a href="#"><u>SS.912.A.2.7</u></a> :</p>	<p>Review the Native American experience.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.2.In.g</u></a>: Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.</li> <li>• <a href="#"><u>SS.912.A.2.Su.g</u></a>: Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.</li> <li>• <a href="#"><u>SS.912.A.2.Pa.g</u></a>: Recognize the social issue of forced integration.</li> </ul>
<p><a href="#"><u>SS.912.A.3.7</u></a> :</p>	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.3.In.g</u></a>: Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.</li> <li>• <a href="#"><u>SS.912.A.3.Su.g</u></a>: Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.</li> <li>• <a href="#"><u>SS.912.A.3.Pa.g</u></a>: Recognize the social issue of inequality.</li> </ul>
<p><a href="#"><u>SS.912.A.6.7</u></a> :</p>	<p>Describe the attempts to promote international justice through the Nuremberg Trials.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.6.In.g</u></a>: Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).</li> <li>• <a href="#"><u>SS.912.A.6.Su.g</u></a>: Recognize attempts to promote international justice by trying Nazi war crimes after World</li> </ul>

	<p>War II (Nuremberg Trials).</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.Pa.g</a>: Recognize that people who commit war crimes may have a trial.</li> </ul>
<p><a href="#">SS.912.A.4.7</a> :</p>	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.g</a>: Identify impacts of the development of airplanes, battleships, and new weapons during World War I.</li> <li>• <a href="#">SS.912.A.4.Su.g</a>: Recognize an impact of the development of airplanes, battleships, or new weapons during World War I.</li> <li>• <a href="#">SS.912.A.4.Pa.g</a>: Recognize types of transportation used in wars.</li> </ul>
<p><a href="#">SS.912.A.5.7</a> :</p>	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.g</a>: Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.</li> <li>• <a href="#">SS.912.A.5.Su.g</a>: Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.</li> <li>• <a href="#">SS.912.A.5.Pa.g</a>: Recognize that people in the same ethnic group may feel a sense of community.</li> </ul>
<p><a href="#">SS.912.A.7.7</a> :</p>	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.g</a>: Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and</li> </ul>



	<p>the March on Washington.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.Su.g</a>: Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.</li> <li>• <a href="#">SS.912.A.7.Pa.g</a>: Recognize that people act in violent and nonviolent ways to bring about change.</li> </ul>
<p><a href="#">SS.912.A.3.8</a> :</p>	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.h</a>: Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.</li> <li>• <a href="#">SS.912.A.3.Su.h</a>: Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.</li> <li>• <a href="#">SS.912.A.3.Pa.h</a>: Recognize types of assistance for personal and social needs.</li> </ul>
<p><a href="#">SS.912.A.6.8</a> :</p>	<p>Analyze the effects of the Red Scare on domestic United States policy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.h</a>: Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee.</li> <li>• <a href="#">SS.912.A.6.Su.h</a>: Recognize an effect of the Red Scare on the United States, such as the loyalty review program.</li> <li>• <a href="#">SS.912.A.6.Pa.h</a>: Recognize loyalty to one’s country.</li> </ul>
<p><a href="#">SS.912.A.4.8</a> :</p>	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.h</a>: Identify experiences Americans had while serving in Europe, including groups such as African Americans and women.</li> <li>• <a href="#">SS.912.A.4.Su.h</a>: Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women.</li> <li>• <a href="#">SS.912.A.4.Pa.h</a>: Recognize people in the armed services.</li> </ul>
<p><a href="#">SS.912.A.5.8</a> :</p>	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.h</a>: Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.</li> <li>• <a href="#">SS.912.A.5.Su.h</a>: Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights.</li> <li>• <a href="#">SS.912.A.5.Pa.h</a>: Recognize that people in the same ethnic group may feel a sense of community.</li> </ul>
<p><a href="#">SS.912.A.7.8</a> :</p>	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.h</a>: Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).</li> <li>• <a href="#">SS.912.A.7.Su.h</a>: Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).</li> <li>• <a href="#">SS.912.A.7.Pa.h</a>: Recognize that Supreme Court cases have</li> </ul>

	<p>important outcomes that affect all citizens.</p>
<p><a href="#"><u>SS.912.A.3.9</u></a> :</p>	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.3.In.i</u></a>: Identify a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.</li> <li>• <a href="#"><u>SS.912.A.3.Su.i</u></a>: Recognize a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.</li> <li>• <a href="#"><u>SS.912.A.3.Pa.i</u></a>: Recognize that workers have rights.</li> </ul>
<p><a href="#"><u>SS.912.A.6.9</u></a> :</p>	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.6.In.i</u></a>: Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.</li> <li>• <a href="#"><u>SS.912.A.6.Su.i</u></a>: Recognize a peacekeeping role of the United Nations.</li> <li>• <a href="#"><u>SS.912.A.6.Pa.i</u></a>: Recognize that countries work together in the United Nations.</li> </ul>
<p><a href="#"><u>SS.912.A.4.9</u></a> :</p>	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.A.4.In.i</u></a>: Identify impacts of the war on diverse groups of people in the United States, including dissenters.</li> <li>• <a href="#"><u>SS.912.A.4.Su.i</u></a>: Recognize an impact of the war on diverse</li> </ul>

	<p>groups of people in the United States, including dissenters.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.Pa.i</a>: Recognize that some people do not support war.</li> </ul>
<p><a href="#">SS.912.A.5.9</a> :</p>	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.i</a>: Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.</li> <li>• <a href="#">SS.912.A.5.Su.i</a>: Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.</li> <li>• <a href="#">SS.912.A.5.Pa.i</a>: Recognize that groups may fear people who are different.</li> </ul>
<p><a href="#">SS.912.A.7.9</a> :</p>	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.i</a>: Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.</li> <li>• <a href="#">SS.912.A.7.Su.i</a>: Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.</li> <li>• <a href="#">SS.912.A.7.Pa.i</a>: Recognize that people work together for positive change.</li> </ul>
<p><a href="#">SS.912.A.3.10</a> :</p>	<p>Review different economic and philosophic ideologies.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.j</a>: Identify major differences in economic systems, such as capitalism and communism.</li> <li>• <a href="#">SS.912.A.3.Su.j</a>: Recognize an example of an economic system, such as capitalism.</li> <li>• <a href="#">SS.912.A.3.Pa.j</a>: Recognize that people buy and sell goods and services.</li> </ul>
<a href="#">SS.912.A.6.10</a> :	<p>Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.j</a>: Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.</li> <li>• <a href="#">SS.912.A.6.Su.j</a>: Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances.</li> <li>• <a href="#">SS.912.A.6.Pa.j</a>: Recognize that countries help each other to prevent wars.</li> </ul>
<a href="#">SS.912.A.4.10</a> :	<p>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.j</a>: Identify that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.</li> <li>• <a href="#">SS.912.A.4.Su.j</a>: Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.</li> <li>• <a href="#">SS.912.A.4.Pa.j</a>: Recognize an unintended effect of an agreement (treaty).</li> </ul>
<a href="#">SS.912.A.5.10</a> :	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.j</a>: Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</li> <li>• <a href="#">SS.912.A.5.Su.j</a>: Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</li> <li>• <a href="#">SS.912.A.5.Pa.j</a>: Recognize that groups may fear people who are different.</li> </ul>
<p><a href="#">SS.912.A.7.10</a> :</p>	<p>Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.j</a>: Identify the impact of the Vietnam War and Watergate on the United States.</li> <li>• <a href="#">SS.912.A.7.Su.j</a>: Recognize an impact of the Vietnam War and Watergate on the United States.</li> <li>• <a href="#">SS.912.A.7.Pa.j</a>: Recognize an impact of war on people.</li> </ul>
<p><a href="#">SS.912.A.3.11</a> :</p>	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.k</a>: Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them.</li> <li>• <a href="#">SS.912.A.3.Su.k</a>: Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them.</li> <li>• <a href="#">SS.912.A.3.Pa.k</a>: Recognize that powerful groups have a strong influence on government.</li> </ul>
<p><a href="#">SS.912.A.6.11</a> :</p>	<p>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.k</a>: Identify concerns about the spread of nuclear technology in the United States and the world.</li> <li>• <a href="#">SS.912.A.6.Su.k</a>: Recognize a concern about the spread of nuclear technology in the United States and the world.</li> <li>• <a href="#">SS.912.A.6.Pa.k</a>: Recognize that countries make agreements to prevent war.</li> </ul>
<p><a href="#">SS.912.A.4.11</a> :</p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.4.In.k</a>: Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War.</li> <li>• <a href="#">SS.912.A.4.Su.k</a>: Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War.</li> <li>• <a href="#">SS.912.A.4.Pa.k</a>: Recognize a contribution of Florida as it relates to American history.</li> </ul>
<p><a href="#">SS.912.A.5.11</a> :</p>	<p>Examine causes, course, and consequences of the Great Depression and the New Deal.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.k</a>: Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.</li> <li>• <a href="#">SS.912.A.5.Su.k</a>: Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.</li> <li>• <a href="#">SS.912.A.5.Pa.k</a>: Recognize that people struggle to meet their needs when they don't have enough money.</li> </ul>
<p><a href="#">SS.912.A.7.11</a> :</p>	<p>Analyze the foreign policy of the United States as it relates to Africa,</p>

	<p>Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.k</a>: Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</li> <li>• <a href="#">SS.912.A.7.Su.k</a>: Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</li> <li>• <a href="#">SS.912.A.7.Pa.k</a>: Recognize that the United States has interests in other countries.</li> </ul>
<p><a href="#">SS.912.A.3.12</a> :</p>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.l</a>: Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington.</li> <li>• <a href="#">SS.912.A.3.Su.l</a>: Recognize a way an organization or person has shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington.</li> <li>• <a href="#">SS.912.A.3.Pa.l</a>: Recognize an organization in the community that helps people.</li> </ul>
<p><a href="#">SS.912.A.5.12</a> :</p>	<p>Examine key events and people in Florida history as they relate to United States history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.5.In.l</a>: Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings.</li> <li>• <a href="#">SS.912.A.5.Su.l</a>: Recognize key events in Florida, such as the Florida land boom and the development of air conditioning.</li> <li>• <a href="#">SS.912.A.5.Pa.l</a>: Recognize an important development in</li> </ul>



	Florida, such as air conditioning.
<a href="#">SS.912.A.6.12</a> :	<p>Examine causes, course, and consequences of the Korean War.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.l</a>: Identify a cause and consequence of the Korean War.</li> <li>• <a href="#">SS.912.A.6.Su.l</a>: Recognize a cause and consequence of the Korean War.</li> <li>• <a href="#">SS.912.A.6.Pa.l</a>: Recognize that countries help other countries in war.</li> </ul>
<a href="#">SS.912.A.7.12</a> :	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.l</a>: Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.</li> <li>• <a href="#">SS.912.A.7.Su.l</a>: Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s.</li> <li>• <a href="#">SS.912.A.7.Pa.l</a>: Recognize a social or economic concern of people.</li> </ul>
<a href="#">SS.912.A.3.13</a> :	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.3.In.m</a>: Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants.</li> <li>• <a href="#">SS.912.A.3.Su.m</a>: Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants.</li> <li>• <a href="#">SS.912.A.3.Pa.m</a>: Recognize a key event or person in Florida history.</li> </ul>
<a href="#">SS.912.A.6.13</a> :	<p>Analyze significant foreign policy events during the Truman,</p>

	<p>Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.m</a>: Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China.</li> <li>• <a href="#">SS.912.A.6.Su.m</a>: Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China.</li> <li>• <a href="#">SS.912.A.6.Pa.m</a>: Recognize that the United States is involved with other nations.</li> </ul>
<p><a href="#">SS.912.A.7.13</a> :</p>	<p>Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.m</a>: Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit.</li> <li>• <a href="#">SS.912.A.7.Su.m</a>: Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing.</li> <li>• <a href="#">SS.912.A.7.Pa.m</a>: Recognize a social program of the government.</li> </ul>
<p><a href="#">SS.912.A.6.14</a> :</p>	<p>Analyze causes, course, and consequences of the Vietnam War.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.n</a>: Identify causes and results of the Vietnam War.</li> <li>• <a href="#">SS.912.A.6.Su.n</a>: Recognize a cause and result of the Vietnam War.</li> <li>• <a href="#">SS.912.A.6.Pa.n</a>: Recognize that countries help other countries in war.</li> </ul>
<p><a href="#">SS.912.A.7.14</a> :</p>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.n</a>: Identify ways the United States participates in the global economy, such as by trading with other countries and making trade agreements.</li> <li>• <a href="#">SS.912.A.7.Su.n</a>: Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements.</li> <li>• <a href="#">SS.912.A.7.Pa.n</a>: Recognize a product produced in another country.</li> </ul>
<p><a href="#">SS.912.A.6.15</a> :</p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.6.In.o</a>: Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA.</li> <li>• <a href="#">SS.912.A.6.Su.o</a>: Recognize key events in Florida, such as the construction of military bases and the development of the space program.</li> <li>• <a href="#">SS.912.A.6.Pa.o</a>: Recognize a development in Florida, such as the space program.</li> </ul>
<p><a href="#">SS.912.A.7.15</a> :</p>	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.o</a>: Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq.</li> <li>• <a href="#">SS.912.A.7.Su.o</a>: Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001.</li> <li>• <a href="#">SS.912.A.7.Pa.o</a>: Recognize an act of terrorism, such as September 11, 2001.</li> </ul>
<p><a href="#">SS.912.A.7.16</a> :</p>	<p>Examine changes in immigration policy and attitudes toward</p>

	<p>immigration since 1950.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.p</a>: Identify ways that immigration policy and attitudes have changed since 1950.</li> <li>• <a href="#">SS.912.A.7.Su.p</a>: Recognize that immigration policy and attitudes have changed since 1950.</li> <li>• <a href="#">SS.912.A.7.Pa.p</a>: Recognize that people immigrate to this country.</li> </ul>
<p><a href="#">SS.912.A.7.17</a> :</p>	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.A.7.In.q</a>: Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration.</li> <li>• <a href="#">SS.912.A.7.Su.q</a>: Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, or immigration.</li> <li>• <a href="#">SS.912.A.7.Pa.q</a>: Recognize a key event in Florida, such as construction of Disney World.</li> </ul>



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# Course: 7921020 Access Economics

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## BASIC INFORMATION

Course Number:	7921020
Course Title:	Access Economics
Course Abbreviated Title:	Access Economics
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas »
Number of Credits:	Multiple Credit (more than 1 credit)
Course Length:	/M
Status:	State Board Approved

## RELATED ACCESS POINTS: Independent(37) Supported(37) Participatory(37)

<a href="#">SS.912.E.1.1:</a>	Identify the factors of production and why they are necessary for the production of goods and services.  <b>Access Points:</b> <ul style="list-style-type: none"><li>• <a href="#">SS.912.E.1.In.a:</a> Identify examples of factors of production, such as land, labor, and capital.</li><li>• <a href="#">SS.912.E.1.Su.a:</a> Recognize examples of factors of production, such as land, labor, and capital.</li><li>• <a href="#">SS.912.E.1.Pa.a:</a> Recognize that products are made from resources.</li></ul>
<a href="#">SS.912.E.1.2:</a>	Analyze production possibilities curves to explain choice, scarcity,

	<p>and opportunity costs.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.b</a>: Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services.</li> <li>• <a href="#">SS.912.E.1.Su.b</a>: Identify an example of scarcity, choice, and trade-offs in the production of goods.</li> <li>• <a href="#">SS.912.E.1.Pa.b</a>: Recognize examples of scarcity and choice.</li> </ul>
<p><a href="#">SS.912.E.1.3</a>:</p>	<p>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.c</a>: Identify differences in the major characteristics of the market, command, and mixed economic systems.</li> <li>• <a href="#">SS.912.E.1.Su.c</a>: Recognize a major characteristic of the market and the command economic systems.</li> <li>• <a href="#">SS.912.E.1.Pa.c</a>: Recognize that goods are produced because people want or need them (supply and demand).</li> </ul>
<p><a href="#">SS.912.E.1.4</a>:</p>	<p>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.d</a>: Describe how the interaction between supply and demand affects the price of a product.</li> <li>• <a href="#">SS.912.E.1.Su.d</a>: Identify examples of the interaction between supply and demand.</li> <li>• <a href="#">SS.912.E.1.Pa.d</a>: Recognize that goods are produced because people want or need them (supply and demand).</li> </ul>
<p><a href="#">SS.912.E.1.5</a>:</p>	<p>Compare different forms of business organizations.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.e</a>: Identify forms of business organization, such as sole proprietorship, partnership, and corporation.</li> <li>• <a href="#">SS.912.E.1.Su.e</a>: Recognize forms of business organization, such as sole proprietorship, partnership, or corporation.</li> <li>• <a href="#">SS.912.E.1.Pa.e</a>: Recognize that some businesses are owned by people.</li> </ul>
<p><a href="#">SS.912.E.1.6:</a></p>	<p>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.f</a>: Identify differences between a monopoly and pure competition market structure.</li> <li>• <a href="#">SS.912.E.1.Su.f</a>: Recognize a difference between a monopoly and pure competition market structure.</li> <li>• <a href="#">SS.912.E.1.Pa.f</a>: Recognize a basic characteristic of a market structure, such as buyers and sellers.</li> </ul>
<p><a href="#">SS.912.E.1.7:</a></p>	<p>Graph and explain how firms determine price and output through marginal cost analysis.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.g</a>: Identify factors that determine the price of a good or service, such as fixed and variable costs.</li> <li>• <a href="#">SS.912.E.1.Su.g</a>: Recognize factors that determine the price of a good or service, such as fixed costs.</li> <li>• <a href="#">SS.912.E.1.Pa.g</a>: Recognize that goods are produced because people want or need them (supply and demand).</li> </ul>
<p><a href="#">SS.912.E.1.8:</a></p>	<p>Explain ways firms engage in price and nonprice competition.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.h</a>: Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.</li> <li>• <a href="#">SS.912.E.1.Su.h</a>: Recognize an example of price and non-price competition, such as discounts or extra service.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.Pa.h</a>: Recognize that products have different prices.</li> </ul>
<a href="#">SS.912.E.1.9</a> :	<p>Describe how the earnings of workers are determined.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.i</a>: Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity.</li> <li>• <a href="#">SS.912.E.1.Su.j</a>: Recognize that the earnings of workers reflect worker productivity.</li> <li>• <a href="#">SS.912.E.1.Pa.j</a>: Recognize that workers receive wages.</li> </ul>
<a href="#">SS.912.E.1.10</a> :	<p>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.j</a>: Identify that the government uses taxation and oversight of government spending to support the economy.</li> <li>• <a href="#">SS.912.E.1.Su.j</a>: Recognize that the government uses tax money to support the economy.</li> <li>• <a href="#">SS.912.E.1.Pa.j</a>: Recognize that the government makes rules about money.</li> </ul>
<a href="#">SS.912.E.1.11</a> :	<p>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.k</a>: Identify that the Federal Reserve controls interest rates to affect economic growth.</li> <li>• <a href="#">SS.912.E.1.Su.k</a>: Recognize that the bank of the federal government (Federal Reserve) controls some interest rates.</li> <li>• <a href="#">SS.912.E.1.Pa.k</a>: Recognize that the government makes rules about money.</li> </ul>
<a href="#">SS.912.F.1.12</a> :	<p>Examine the four phases of the business cycle (peak, contraction -</p>



	<p>unemployment, trough, expansion - inflation).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.l</a>: Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.</li> <li>• <a href="#">SS.912.E.1.Su.l</a>: Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.</li> <li>• <a href="#">SS.912.E.1.Pa.l</a>: Recognize a change in the business cycle, such as growth (peak).</li> </ul>
<p><a href="#">SS.912.E.1.13</a>:</p>	<p>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.m</a>: Describe the basic functions of money in the United States.</li> <li>• <a href="#">SS.912.E.1.Su.m</a>: Identify the basic functions of money in the United States.</li> <li>• <a href="#">SS.912.E.1.Pa.m</a>: Recognize a use for money in the United States.</li> </ul>
<p><a href="#">SS.912.E.1.14</a>:</p>	<p>Compare credit, savings, and investment services available to the consumer from financial institutions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.n</a>: Identify major differences between credit, savings, and investment services.</li> <li>• <a href="#">SS.912.E.1.Su.n</a>: Recognize a credit and savings service.</li> <li>• <a href="#">SS.912.E.1.Pa.n</a>: Recognize that money in a bank can be withdrawn.</li> </ul>
<p><a href="#">SS.912.E.1.15</a>:</p>	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.o</a>: Identify sources of information on</li> </ul>

	<p>investments, such as stocks, bonds, and mutual funds.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.Su.o</a>: Recognize the purpose of saving and investing money.</li> <li>• <a href="#">SS.912.E.1.Pa.o</a>: Recognize the purpose of saving money.</li> </ul>
<p><a href="#">SS.912.E.1.16</a>:</p>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.1.In.p</a>: Identify a budget plan that includes wages for a specific career, ongoing expenses, and a plan for purchasing a major item.</li> <li>• <a href="#">SS.912.E.1.Su.p</a>: Recognize a budget plan that includes wages and essential expenses, such as food and housing.</li> <li>• <a href="#">SS.912.E.1.Pa.p</a>: Recognize a plan (budget) to save and spend money.</li> </ul>
<p><a href="#">SS.912.E.2.1</a>:</p>	<p>Identify and explain broad economic goals.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.a</a>: Identify broad economic goals, such as freedom, security, and full employment.</li> <li>• <a href="#">SS.912.E.2.Su.a</a>: Recognize a broad economic goal, such as full employment.</li> <li>• <a href="#">SS.912.E.2.Pa.a</a>: Recognize a reason for employment.</li> </ul>
<p><a href="#">SS.912.E.2.2</a>:</p>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.b</a>: Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.</li> <li>• <a href="#">SS.912.E.2.Su.b</a>: Recognize a public policy issue that affects the student's community and a possible consequence, such as</li> </ul>

	<p>planning for new houses.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.Pa.b</a>: Recognize the value of a community project, such as recycling.</li> </ul>
<p><a href="#">SS.912.E.2.3</a>:</p>	<p>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.c</a>: Describe contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</li> <li>• <a href="#">SS.912.E.2.Su.c</a>: Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States.</li> <li>• <a href="#">SS.912.E.2.Pa.c</a>: Recognize an individual who has contributed to the United States.</li> </ul>
<p><a href="#">SS.912.E.2.4</a>:</p>	<p>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.d</a>: Identify examples of government wage and price controls, such as minimum wage and rent control.</li> <li>• <a href="#">SS.912.E.2.Su.d</a>: Recognize examples of government wage and price controls, such as minimum wage and rent control.</li> <li>• <a href="#">SS.912.E.2.Pa.d</a>: Recognize that government sets the minimum wage.</li> </ul>
<p><a href="#">SS.912.E.2.5</a>:</p>	<p>Analyze how capital investments may impact productivity and economic growth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.e</a>: Identify how investment in factories, machinery, technology, or people can impact productivity.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.Su.e</a>: Recognize that investment in factories, machinery, technology, or people can impact productivity.</li> <li>• <a href="#">SS.912.E.2.Pa.e</a>: Recognize that investment may increase productivity.</li> </ul>
<a href="#">SS.912.E.2.6:</a>	<p>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.f</a>: Identify the purpose of natural monopolies regulated by the government, such as electricity and water.</li> <li>• <a href="#">SS.912.E.2.Su.f</a>: Recognize examples of a natural monopoly, such as electricity and water.</li> <li>• <a href="#">SS.912.E.2.Pa.f</a>: Recognize an example of a natural monopoly, such as electricity or water.</li> </ul>
<a href="#">SS.912.E.2.7:</a>	<p>Identify the impact of inflation on society.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.g</a>: Identify a common impact of inflation on society.</li> <li>• <a href="#">SS.912.E.2.Su.g</a>: Recognize a common impact of inflation on society.</li> <li>• <a href="#">SS.912.E.2.Pa.g</a>: Recognize that the cost of items can increase.</li> </ul>
<a href="#">SS.912.E.2.8:</a>	<p>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.h</a>: Identify different types of taxes, such as income, sales, and social security.</li> <li>• <a href="#">SS.912.E.2.Su.h</a>: Recognize different types of taxes, such as income, sales, and social security.</li> <li>• <a href="#">SS.912.E.2.Pa.h</a>: Recognize a tax, such as sales tax.</li> </ul>
<a href="#">SS.912.F.2.9:</a>	<p>Analyze how changes in federal spending and taxation affect budget</p>

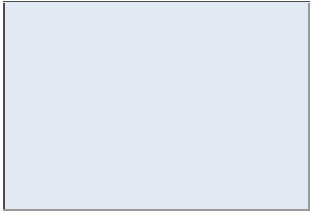
	<p>deficits and surpluses and the national debt.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.j</a>: Recognize the relationship between government spending and taxation and the economy.</li> <li>• <a href="#">SS.912.E.2.Su.j</a>: Recognize that government spending and taxation affects the economy.</li> <li>• <a href="#">SS.912.E.2.Pa.j</a>: Recognize that the government spends money.</li> </ul>
<p><a href="#">SS.912.E.2.10:</a></p>	<p>Describe the organization and functions of the Federal Reserve System.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.j</a>: Identify a function of the Federal Reserve System, such as to control interest rates and the money supply and supervise banking institutions.</li> <li>• <a href="#">SS.912.E.2.Su.j</a>: Recognize a function of the Federal Reserve System, such as to control interest rates.</li> <li>• <a href="#">SS.912.E.2.Pa.j</a>: Recognize that the government controls money.</li> </ul>
<p><a href="#">SS.912.E.2.11:</a></p>	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.k</a>: Describe an example of the economic impact of positive and negative side effects (externalities) on the environment.</li> <li>• <a href="#">SS.912.E.2.Su.k</a>: Identify an example of the economic impact of a positive and negative side effect (externality) on the environment.</li> <li>• <a href="#">SS.912.E.2.Pa.k</a>: Recognize a positive or negative side effect (externality) of producing goods.</li> </ul>
<p><a href="#">SS.912.E.2.12:</a></p>	<p>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.2.In.l</a>: Identify the flow of money in a local economy, including the individual and household, businesses, banks, government, and international trade.</li> <li>• <a href="#">SS.912.E.2.Su.l</a>: Recognize the movement of money in a local economy, including the individual and household, businesses, banks, and government.</li> <li>• <a href="#">SS.912.E.2.Pa.l</a>: Recognize that money moves from buyer to seller.</li> </ul>
<p><a href="#">SS.912.E.3.1</a>:</p>	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.3.In.a</a>: Identify the impact of inflation on world economies, such as oil prices and the Great Depression.</li> <li>• <a href="#">SS.912.E.3.Su.a</a>: Recognize an impact of inflation on the economy, such as oil prices.</li> <li>• <a href="#">SS.912.E.3.Pa.a</a>: Recognize that costs of goods and services change over time.</li> </ul>
<p><a href="#">SS.912.E.3.2</a>:</p>	<p>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.3.In.b</a>: Identify economic advantages a country may have when trading with another country, such as abundant natural resources and a cheap labor force.</li> <li>• <a href="#">SS.912.E.3.Su.b</a>: Recognize examples of economic advantages a country may have when trading with another country, such as abundant natural resources.</li> <li>• <a href="#">SS.912.E.3.Pa.b</a>: Recognize the advantage of a trade.</li> </ul>
<p><a href="#">SS.912.E.3.3</a>:</p>	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.3.In.c</a>: Identify examples of barriers to trade, such as quotas and tariffs.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.3.Su.c</a>: Recognize a barrier to trade, such as quotas and tariffs.</li> <li>• <a href="#">SS.912.E.3.Pa.c</a>: Recognize a disadvantage (barrier) of a trade.</li> </ul>
<p><a href="#">SS.912.E.3.4</a>:</p>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.3.In.d</a>: Identify an example of the economic impact of positive and negative side effects (externalities) on the international environment.</li> <li>• <a href="#">SS.912.E.3.Su.d</a>: Recognize an example of the economic impact of a positive and negative side effect (externality) on the international environment.</li> <li>• <a href="#">SS.912.E.3.Pa.d</a>: Recognize a positive or negative side effect (externality) of producing goods in the international environment.</li> </ul>
<p><a href="#">SS.912.E.3.5</a>:</p>	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.3.In.e</a>: Identify differences in the economies of the United States and another country, such as the standard of living and productivity.</li> <li>• <a href="#">SS.912.E.3.Su.e</a>: Recognize a characteristic of another country's economy, such as the standard of living.</li> <li>• <a href="#">SS.912.E.3.Pa.e</a>: Recognize an economic characteristic of daily living, such as the cost of housing.</li> </ul>
<p><a href="#">SS.912.E.3.6</a>:</p>	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.3.In.f</a>: Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.E.3.Su.f</a>: Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.</li> <li>• <a href="#">SS.912.E.3.Pa.f</a>: Recognize that people study the economy.</li> </ul>
<a href="#">SS.912.G.2.2</a> :	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.2.In.b</a>: Recognize factors and processes that contribute to differences between developing and developed regions of the world.</li> <li>• <a href="#">SS.912.G.2.Su.b</a>: Recognize a factor that contributes to differences between developing and developed regions of the world.</li> <li>• <a href="#">SS.912.G.2.Pa.b</a>: Recognize a characteristic of development.</li> </ul>
<a href="#">SS.912.G.3.3</a> :	<p>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.3.In.c</a>: Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.</li> <li>• <a href="#">SS.912.G.3.Su.c</a>: Use geographic terms and tools to recognize ways that people have used renewable and non-renewable resources in Florida, the United States, or the world.</li> <li>• <a href="#">SS.912.G.3.Pa.c</a>: Recognize a way to recycle resources.</li> </ul>
<a href="#">SS.912.G.4.4</a> :	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.4.In.d</a>: Use geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.</li> </ul>



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- **SS.912.G.4.Su.d**: Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups.
  - **SS.912.G.4.Pa.d**: Recognize an effect of globalization.



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# Course: 7921015 Access United States Government

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## BASIC INFORMATION

<b>Course Number:</b>	7921015
<b>Course Title:</b>	Access United States Government
<b>Course Abbreviated Title:</b>	Access United States Government
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas »
<b>Number of Credits:</b>	Multiple Credit (more than 1 credit)
<b>Course Length:</b>	/M
<b>Status:</b>	State Board Approved

## RELATED ACCESS POINTS: Independent(42) Supported(42) Participatory(42)

<b><a href="#">SS.912.C.1.1:</a></b>	<p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <b><a href="#">SS.912.C.1.In.a:</a></b> Identify the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, and rule of law.</li><li>• <b><a href="#">SS.912.C.1.Su.a:</a></b> Recognize the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, or rule of law.</li></ul>
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	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.1.Pa.a</a>: Recognize civic participation as a founding principle of American government.</li> </ul>
<p><a href="#">SS.912.C.1.2</a>:</p>	<p>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.1.In.b</a>: Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence.</li> <li>• <a href="#">SS.912.C.1.Su.b</a>: Recognize principles of natural rights and government of the people reflected in the Declaration of Independence.</li> <li>• <a href="#">SS.912.C.1.Pa.b</a>: Recognize government of the people as a principle of the Declaration of Independence.</li> </ul>
<p><a href="#">SS.912.C.1.3</a>:</p>	<p>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.1.In.c</a>: Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence.</li> <li>• <a href="#">SS.912.C.1.Su.c</a>: Recognize principles of natural rights and government of the people reflected in the Declaration of Independence.</li> <li>• <a href="#">SS.912.C.1.Pa.c</a>: Recognize government of the people as a principle of the Declaration of Independence.</li> </ul>
<p><a href="#">SS.912.C.1.4</a>:</p>	<p>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.1.In.d</a>: Identify major debates and compromises in the process of writing and adopting the Constitution, such as</li> </ul>

	<p>plans developed by various states, the Great Compromise—the formation of the House and Senate, and the promise of the Bill of Rights.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.1.Su.d</a>: Recognize that there were compromises in developing the Constitution, such as the Great Compromise—the formation of the House and Senate—and the promise of the Bill of Rights.</li> <li>• <a href="#">SS.912.C.1.Pa.d</a>: Recognize that forming the American government involved a compromise.</li> </ul>
<p><a href="#">SS.912.C.1.5</a>:</p>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.1.In.e</a>: Identify the importance of the political principles reflected in the Constitution, such as rule of law, separation of powers, checks and balances, and representative government (republicanism).</li> <li>• <a href="#">SS.912.C.1.Su.e</a>: Recognize examples of practices that reflect political principles in the Constitution, such as representative government, respecting the law, and functions of the three branches of government.</li> <li>• <a href="#">SS.912.C.1.Pa.e</a>: Recognize a practice that reflects government by the people (democracy) in the Constitution.</li> </ul>
<p><a href="#">SS.912.C.2.1</a>:</p>	<p>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.a</a>: Describe the differences between a citizen and a noncitizen and ways people can become citizens of a country, such as by birth or naturalization.</li> <li>• <a href="#">SS.912.C.2.Su.a</a>: Identify the differences between a citizen and a noncitizen.</li> <li>• <a href="#">SS.912.C.2.Pa.a</a>: Recognize a difference between a citizen and a noncitizen.</li> </ul>

<p><a href="#"><u>SS.912.C.2.2:</u></a></p>	<p>Evaluate the importance of political participation and civic participation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.C.2.In.b:</u></a> Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns.</li> <li>• <a href="#"><u>SS.912.C.2.Su.b:</u></a> Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns.</li> <li>• <a href="#"><u>SS.912.C.2.Pa.b:</u></a> Recognize ways to participate in the political process.</li> </ul>
<p><a href="#"><u>SS.912.C.2.3:</u></a></p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.C.2.In.c:</u></a> Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns.</li> <li>• <a href="#"><u>SS.912.C.2.Su.c:</u></a> Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns.</li> <li>• <a href="#"><u>SS.912.C.2.Pa.c:</u></a> Recognize ways to participate in the political process.</li> </ul>
<p><a href="#"><u>SS.912.C.2.4:</u></a></p>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.C.2.In.d:</u></a> Identify a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling, curfews, and building regulations.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.Su.d</a>: Recognize a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling and curfews.</li> <li>• <a href="#">SS.912.C.2.Pa.d</a>: Recognize an issue that causes the government to balance the interests of individuals with the public good, such as recycling.</li> </ul>
<a href="#">SS.912.C.2.5:</a>	<p>Conduct a service project to further the public good.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.e</a>: Engage in a service project to further the public good, such as at school, community, state, and national levels.</li> <li>• <a href="#">SS.912.C.2.Su.e</a>: Assist with a service project to further the public good, such as at school, community, state, and national levels.</li> <li>• <a href="#">SS.912.C.2.Pa.e</a>: Participate in a service project to further the public good, such as at school, community, state, and national levels.</li> </ul>
<a href="#">SS.912.C.2.6:</a>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.f</a>: Defend a position about individual rights protected by the Constitution and Bill of Rights.</li> <li>• <a href="#">SS.912.C.2.Su.f</a>: Identify a position about individual rights protected by the Constitution and Bill of Rights.</li> <li>• <a href="#">SS.912.C.2.Pa.f</a>: Recognize an individual right protected by the Constitution.</li> </ul>
<a href="#">SS.912.C.2.7:</a>	<p>Explain why rights have limits and are not absolute.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.g</a>: Identify a reason why rights have limits and are not absolute, such as speech and gun possession.</li> <li>• <a href="#">SS.912.C.2.Su.g</a>: Recognize that some rights are limited, such as speech or gun possession.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.Pa.g</a>: Recognize that rights have limits.</li> </ul>
<p><a href="#">SS.912.C.2.8</a>:</p>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.h</a>: Identify examples of citizen participation, such as email, protests, demonstrations, and letters to the editor, to achieve change.</li> <li>• <a href="#">SS.912.C.2.Su.h</a>: Recognize examples of citizen participation, such as demonstrations, protests, and letters to the editor, to achieve change.</li> <li>• <a href="#">SS.912.C.2.Pa.h</a>: Recognize a demonstration or protest to achieve change.</li> </ul>
<p><a href="#">SS.912.C.2.9</a>:</p>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.i</a>: Identify the expansion of civil rights as reflected in the Declaration of Independence, the Constitution and its amendments, and the Voting Rights Act of 1965.</li> <li>• <a href="#">SS.912.C.2.Su.i</a>: Recognize the expansion of civil rights as reflected in the Constitution and its amendments.</li> <li>• <a href="#">SS.912.C.2.Pa.i</a>: Recognize examples of civil rights.</li> </ul>
<p><a href="#">SS.912.C.2.10</a>:</p>	<p>Monitor current public issues in Florida.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.j</a>: Identify current public issues in Florida.</li> <li>• <a href="#">SS.912.C.2.Su.j</a>: Recognize current public issues in Florida.</li> <li>• <a href="#">SS.912.C.2.Pa.j</a>: Recognize a current public issue in Florida.</li> </ul>
<p><a href="#">SS.912.C.2.11</a>:</p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.k</a>: Describe a solution to resolve a public issue.</li> <li>• <a href="#">SS.912.C.2.Su.k</a>: Identify a solution to resolve a public issue.</li> <li>• <a href="#">SS.912.C.2.Pa.k</a>: Recognize a solution to a public issue.</li> </ul>
<p><a href="#">SS.912.C.2.12:</a></p>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.l</a>: Identify the role of television, radio, the press, and the Internet in political communications.</li> <li>• <a href="#">SS.912.C.2.Su.l</a>: Recognize the role of television, radio, and the press in political communications.</li> <li>• <a href="#">SS.912.C.2.Pa.l</a>: Recognize forms of political communication, such as television, magazines, or newspapers.</li> </ul>
<p><a href="#">SS.912.C.2.13:</a></p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.m</a>: Identify various forms of political communication, such as campaign advertisements, political speech, and political cartoons, and identify their accuracy or emotional appeal.</li> <li>• <a href="#">SS.912.C.2.Su.m</a>: Recognize a form of political communication, such as a campaign advertisement, political speech, or political cartoon, and identify its emotional appeal.</li> <li>• <a href="#">SS.912.C.2.Pa.m</a>: Recognize forms of political communications, such as television, magazines, or newspapers.</li> </ul>
<p><a href="#">SS.912.C.2.14:</a></p>	<p>Evaluate the processes and results of an election at the state or federal level.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.n</a>: Identify the process and results of an election.</li> <li>• <a href="#">SS.912.C.2.Su.n</a>: Recognize the campaign, voting, and results</li> </ul>



	<p>of an election.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.Pa.n</a>: Recognize voting and results of an election.</li> </ul>
<p><a href="#">SS.912.C.2.15</a>:</p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.o</a>: Identify the role of political parties, special interest groups, and media in shaping public policy.</li> <li>• <a href="#">SS.912.C.2.Su.o</a>: Identify the role of political parties and media in shaping public policy.</li> <li>• <a href="#">SS.912.C.2.Pa.o</a>: Recognize that media influences government.</li> </ul>
<p><a href="#">SS.912.C.2.16</a>:</p>	<p>Analyze trends in voter turnout.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.2.In.p</a>: Identify the process and results of an election.</li> <li>• <a href="#">SS.912.C.2.Su.p</a>: Recognize the campaign, voting, and results of an election.</li> <li>• <a href="#">SS.912.C.2.Pa.p</a>: Recognize voting and results of an election.</li> </ul>
<p><a href="#">SS.912.C.3.1</a>:</p>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.a</a>: Identify principles of the Constitution that limit the power of the government, such as rule of law, individual rights, and consent of the governed.</li> <li>• <a href="#">SS.912.C.3.Su.a</a>: Recognize principles of the Constitution that limit the power of the government, such as rule of law, individual rights, or consent of the governed.</li> <li>• <a href="#">SS.912.C.3.Pa.a</a>: Recognize that the government has limits on its power.</li> </ul>
<p><a href="#">SS.912.C.3.2</a>:</p>	<p>Define federalism, and identify examples of the powers granted and</p>

	<p>denied to states and the national government in the American federal system of government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.b</a>: Identify examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries or violate the Bill of Rights and state governments may not print money or suspend a person’s rights without due process.</li> <li>• <a href="#">SS.912.C.3.Su.b</a>: Recognize examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries and state governments may not print money.</li> <li>• <a href="#">SS.912.C.3.Pa.b</a>: Recognize an example of a power granted to the national government and not the state government, such as printing money.</li> </ul>
<p><a href="#">SS.912.C.3.3:</a></p>	<p>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.c</a>: Identify the structure and function of the legislative branch of the government identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Su.c</a>: Identify the function of the legislative branch of the government identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Pa.c</a>: Recognize that the legislative branch of government creates laws.</li> </ul>
<p><a href="#">SS.912.C.3.4:</a></p>	<p>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.d</a>: Identify the structure and functions of the executive branch of the government identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Su.d</a>: Identify the function of the executive branch of the government identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Pa.d</a>: Recognize that the executive branch of</li> </ul>

	<p>government enforces laws.</p>
<p><a href="#">SS.912.C.3.5:</a></p>	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.e:</a> Identify the purpose of independent regulatory agencies in the federal bureaucracy, such as the Federal Reserve (fiscal policy) and the Food and Drug Administration (ensures safety of food and drugs).</li> <li>• <a href="#">SS.912.C.3.Su.e:</a> Recognize the purpose of an independent regulatory agency in the federal bureaucracy, such as the Food and Drug Administration (ensures safety of food and drugs).</li> <li>• <a href="#">SS.912.C.3.Pa.e:</a> Recognize that federal agencies help people in America.</li> </ul>
<p><a href="#">SS.912.C.3.6:</a></p>	<p>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.f:</a> Identify the structure and function of the judicial branch of the government as identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Su.f:</a> Identify the function of the judicial branch of the government as identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Pa.f:</a> Recognize that the judicial branch of government interprets laws.</li> </ul>
<p><a href="#">SS.912.C.3.7:</a></p>	<p>Describe the role of judicial review in American constitutional government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.g:</a> Identify the structure and function of the judicial branch of the government as identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Su.g:</a> Identify the function of the judicial branch of the government as identified in the Constitution.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.Pa.g</a>: Recognize that the judicial branch of government interprets laws.</li> </ul>
<p><a href="#">SS.912.C.3.8</a>:</p>	<p>Compare the role of judges on the state and federal level with other elected officials.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.h</a>: Identify the structure and function of the judicial branch of the government as identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Su.h</a>: Identify the function of the judicial branch of the government as identified in the Constitution.</li> <li>• <a href="#">SS.912.C.3.Pa.h</a>: Recognize that the judicial branch of government interprets laws.</li> </ul>
<p><a href="#">SS.912.C.3.9</a>:</p>	<p>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.i</a>: Identify the levels of courts in the federal and state judicial system and their major responsibilities, such as criminal and civil cases and appeals.</li> <li>• <a href="#">SS.912.C.3.Su.i</a>: Recognize different levels of courts in the judicial system, such as state and federal courts.</li> <li>• <a href="#">SS.912.C.3.Pa.i</a>: Recognize that courts settle conflicts at the federal and state level.</li> </ul>
<p><a href="#">SS.912.C.3.10</a>:</p>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.j</a>: Identify the importance of landmark Supreme Court cases, such as Plessy v. Ferguson, United States v. Nixon, and Roe v. Wade.</li> <li>• <a href="#">SS.912.C.3.Su.j</a>: Recognize the importance of landmark Supreme Court cases, such as United States v. Nixon and Roe v. Wade.</li> <li>• <a href="#">SS.912.C.3.Pa.j</a>: Recognize that Supreme Court cases have</li> </ul>

	important outcomes that affect all citizens.
<a href="#"><u>SS.912.C.3.11:</u></a>	<p>Contrast how the Constitution safeguards and limits individual rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.C.3.In.k:</u></a> Identify that the Constitution safeguards and limits rights.</li> <li>• <a href="#"><u>SS.912.C.3.Su.k:</u></a> Recognize that the Constitution safeguards and limits rights.</li> <li>• <a href="#"><u>SS.912.C.3.Pa.k:</u></a> Recognize that the government protects rights.</li> </ul>
<a href="#"><u>SS.912.C.3.12:</u></a>	<p>Simulate the judicial decision-making process in interpreting law at the state and federal level.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.C.3.In.l:</u></a> Identify the structure and function of the judicial branch of the government as identified in the Constitution.</li> <li>• <a href="#"><u>SS.912.C.3.Su.l:</u></a> Identify the function of the judicial branch of the government as identified in the Constitution.</li> <li>• <a href="#"><u>SS.912.C.3.Pa.l:</u></a> Recognize that the judicial branch of government interprets laws.</li> </ul>
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.912.C.3.In.m:</u></a> Identify the effects of government on the daily lives of citizens at the local, state, and national level.</li> <li>• <a href="#"><u>SS.912.C.3.Su.m:</u></a> Recognize an effect of government on the daily lives of citizens at the local, state, and national level.</li> <li>• <a href="#"><u>SS.912.C.3.Pa.m:</u></a> Recognize an effect of government on the daily lives of citizens.</li> </ul>
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.n</a>: Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments.</li> <li>• <a href="#">SS.912.C.3.Su.n</a>: Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments.</li> <li>• <a href="#">SS.912.C.3.Pa.n</a>: Recognize an example of a power granted to the national government and not the state government, such as printing money.</li> </ul>
<p><a href="#">SS.912.C.3.15</a>:</p>	<p>Examine how power and responsibility are distributed, shared, and limited by the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.3.In.o</a>: Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments.</li> <li>• <a href="#">SS.912.C.3.Su.o</a>: Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments.</li> <li>• <a href="#">SS.912.C.3.Pa.o</a>: Recognize an example of a power granted to the national government and not the state government, such as printing money.</li> </ul>
<p><a href="#">SS.912.C.4.1</a>:</p>	<p>Explain how the world's nations are governed differently.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.4.In.a</a>: Identify different forms of governments in other countries in the world.</li> <li>• <a href="#">SS.912.C.4.Su.a</a>: Recognize a different form of government in another country in the world.</li> <li>• <a href="#">SS.912.C.4.Pa.a</a>: Recognize that not all countries are governed like the United States.</li> </ul>
<p><a href="#">SS.912.C.4.2</a>:</p>	<p>Evaluate the influence of American foreign policy on other nations</p>

	<p>and the influences of other nations on American policies and society.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.4.In.b</a>: Identify the influence of American foreign policy on other nations.</li> <li>• <a href="#">SS.912.C.4.Su.b</a>: Recognize an influence of American foreign policy on other nations.</li> <li>• <a href="#">SS.912.C.4.Pa.b</a>: Recognize that the United States works with other nations.</li> </ul>
<p><a href="#">SS.912.C.4.3</a>:</p>	<p>Assess human rights policies of the United States and other countries.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.4.In.c</a>: Identify examples of human rights policies of the United States, such as the Bill of Rights.</li> <li>• <a href="#">SS.912.C.4.Su.c</a>: Recognize examples of human rights policies of the United States, such as the Bill of Rights.</li> <li>• <a href="#">SS.912.C.4.Pa.c</a>: Recognize a human right.</li> </ul>
<p><a href="#">SS.912.C.4.4</a>:</p>	<p>Compare indicators of democratization in multiple countries.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.C.4.In.d</a>: Identify common indicators of democratization, such as civil and political rights.</li> <li>• <a href="#">SS.912.C.4.Su.d</a>: Recognize common indicators of democratization, such as civil or political rights.</li> <li>• <a href="#">SS.912.C.4.Pa.d</a>: Recognize an example of democratization, such as human rights.</li> </ul>
<p><a href="#">SS.912.G.4.1</a>:</p>	<p>Interpret population growth and other demographic data for any given place.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.4.In.a</a>: Identify changes in population for selected places.</li> <li>• <a href="#">SS.912.G.4.Su.a</a>: Recognize changes in population for selected places.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.4.Pa.a</a>: Recognize that change is a characteristic of population.</li> </ul>
<p><a href="#">SS.912.G.5.5:</a></p>	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.912.G.5.In.e</a>: Use geographic terms and tools to identify effects of government policies or programs for resource use and management.</li> <li>• <a href="#">SS.912.G.5.Su.e</a>: Use geographic terms and tools to recognize effects of government policies or programs for resource use and management.</li> <li>• <a href="#">SS.912.G.5.Pa.e</a>: Recognize an impact of humans on an ecosystem.</li> </ul>



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**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7921010
<b>Course Title:</b>	Social Studies: 9-12
<b>Previous Course Title:</b>	Applied Social Studies
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to develop an understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

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.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of

## Course Number: 7921010 - Social Studies: 9-12

working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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

**Course Number: 7921010 - Social Studies: 9-12**

that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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

**After successfully completing this course, the student will:**

**1. Demonstrate understanding of how individuals are affected by current events in the community, state, nation, and world.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 1.1. Demonstrate knowledge of historical implications of selected current events.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.2. Demonstrate awareness of current events that are related to social problems.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.3. Demonstrate awareness of current events that are related to the economy.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.4. Demonstrate awareness of current events that are related to government.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.5. Demonstrate awareness of current events that are related to geography and the physical environment.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).
- 1.7. Demonstrate knowledge of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

**Course Number: 7921010 - Social Studies: 9-12**

- 1.8. Demonstrate knowledge of ways people can gain information about the decisions and actions of the government (e.g., reading about public issues, watching television news programs, discussing public issues, communicating with public officials). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.9. Demonstrate knowledge of individuals or groups who can influence the decisions and actions of local, state, and national governments (e.g., the media, labor unions, parent and teacher organizations, Chamber of Commerce, taxpayer associations).
- 1.10. Demonstrate knowledge of the influence of television, radio, the press, newsletters, and emerging electronic communication on individuals.

**2. Demonstrate knowledge of the effects of major historical events, documents, and individuals at the local, state, national, or global level.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 2.1. Demonstrate knowledge of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 2.2. Demonstrate knowledge of major historical documents and their impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 2.3. Demonstrate knowledge of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international

**Course Number: 7921010 - Social Studies: 9-12**

- 2.6. Demonstrate awareness of how major changes in culture, social institutions, and family life have affected individuals.

Specify: \_\_\_\_\_  local \_\_\_\_\_  Florida  
\_\_\_\_\_  United States \_\_\_\_\_  international

**3. Use maps, globes, charts, graphs, and other tools of geography effectively to solve problems of daily living.**

- CL.B.4.In.1 identify problems and examine alternative solutions.  
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.  
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.  
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Maps and Globes**

- 3.1. Identify the meaning and purpose of basic elements of maps and globes.

(CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  title                      \_\_\_\_\_  legend                      \_\_\_\_\_  direction arrow (North)  
\_\_\_\_\_  scale                      \_\_\_\_\_  other: \_\_\_\_\_

- 3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  roads                      \_\_\_\_\_  states                      \_\_\_\_\_  rivers and bodies of water  
\_\_\_\_\_  countries                      \_\_\_\_\_  cities and towns                      \_\_\_\_\_  scale  
\_\_\_\_\_  directions                      \_\_\_\_\_  elevation                      \_\_\_\_\_  mileage  
\_\_\_\_\_  points of interest                      \_\_\_\_\_  other: \_\_\_\_\_

- 3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  state maps                      \_\_\_\_\_  regional maps                      \_\_\_\_\_  political maps  
\_\_\_\_\_  aerial photos                      \_\_\_\_\_  globes                      \_\_\_\_\_  grid maps  
\_\_\_\_\_  other: \_\_\_\_\_

- 3.4. Find specified points or areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)

Specify: \_\_\_\_\_  city or state map                      \_\_\_\_\_  world map  
\_\_\_\_\_  regional map                      \_\_\_\_\_  atlas  
\_\_\_\_\_  United States map                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7921010 - Social Studies: 9-12**

- 3.5. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 3.6. Identify uses of maps in the school, the workplace, and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to pinpoint an emergency situation, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.7. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  bar graph                      \_\_\_\_\_  temperature chart  
                  \_\_\_\_\_  pie chart                                      \_\_\_\_\_  mileage chart  
                  \_\_\_\_\_  table    \_\_\_\_\_  street index  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 3.8. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 3.9. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern, Standard, Eastern Daylight, Central Standard, Central Daylight).
- 3.10. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  determine what information is needed  
                  \_\_\_\_\_  select correct tool and technique  
                  \_\_\_\_\_  apply tool or procedures to obtain result  
                  \_\_\_\_\_  check results for accuracy and reliability  
                  \_\_\_\_\_  explain results  
                  \_\_\_\_\_  other: \_\_\_\_\_

**4. Demonstrate knowledge of the geographical features of major regions.**

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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- 4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, deserts).
- 4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).  
Specify: \_\_\_\_\_  local community                      \_\_\_\_\_  Florida                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.3. Identify characteristics that give a particular geographic region its identity.  
Specify: \_\_\_\_\_  central economic focus                      \_\_\_\_\_  physical characteristics  
                  \_\_\_\_\_  human characteristics                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7921010 - Social Studies: 9-12**

- 4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., the Sunbelt, the Plains, the Gold Coast).

**5. Demonstrate knowledge of characteristics and functions of government at the local, state, and national levels.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health care, and transportation).
- 5.2. Identify the structure and characteristics of governments at three levels—local, state and national (e.g., type of leadership—mayor, governor, president; type of representation—commissioner, representative, senator).  
Specify: \_\_\_  city (municipal) government  
          \_\_\_  county government  
          \_\_\_  state government, particularly the State of Florida  
          \_\_\_  federal government of the United States of America
- 5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.  
Specify branch: \_\_\_  executive                      \_\_\_  legislative                      \_\_\_  judicial  
Specify level: \_\_\_  city                      \_\_\_  county                      \_\_\_  state                      \_\_\_  federal
- 5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.  
Specify: \_\_\_  executive—mayor, city manager  
          \_\_\_  legislative—city council, county commission  
          \_\_\_  judicial—judges
- 5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.  
Specify: \_\_\_  executive—Governor, Lieutenant Governor, and Cabinet  
          \_\_\_  legislative—Senate and House of Representatives  
          \_\_\_  judicial—State Supreme Court, District Court of Appeals
- 5.6. Identify the offices (appointed and elected) and basic functions for each branch of the federal government of the United States of America.  
Specify: \_\_\_  executive—President, Vice-President  
          \_\_\_  legislative—Senate and House of Representatives  
          \_\_\_  judicial—Supreme Court, District Court, District Court of Appeals

**Course Number: 7921010 - Social Studies: 9-12**

- 5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).
- 5.8. Demonstrate knowledge of the purposes of taxes and different ways that governments collect fees and taxes.  
Specify: \_\_\_\_\_  sales tax      \_\_\_\_\_  property tax      \_\_\_\_\_  FICA (Social Security)  
          \_\_\_\_\_  income tax      \_\_\_\_\_  Medicare      \_\_\_\_\_  tolls  
          \_\_\_\_\_  licenses, registration fees, and user fees      \_\_\_\_\_  other: \_\_\_\_\_
- 5.9. Identify ways that people can participate in their local and state government and the importance of their participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).
- 5.10. Identify fundamental principles of American democracy (e.g., citizens have rights; the power of government is limited by law; citizens exercise their authority directly through voting and indirectly through elected representatives; citizens support work of government by paying taxes).
- 5.11. Demonstrate knowledge of how the principles of American democracy are expressed in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
- 5.12. Demonstrate knowledge of the importance of equality of opportunity and equal protection under the law in American society (e.g., all people have a right to equal opportunity in education, employment, housing, and access to public facilities; all people have a right to participate in political life by expressing their opinions and trying to persuade others).

**6. Demonstrate understanding of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

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- 6.1. Identify characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).
- 6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to fair trial, freedom of the press; economic rights issues—welfare, right to minimum wage, equal pay for equal work).
- 6.3. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*



**Course Number: 7921010 - Social Studies: 9-12**

- 6.4. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 6.5. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*
- 6.6. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  knowing laws and rules \_\_\_\_\_  serving as a juror  
\_\_\_\_\_  registering to vote \_\_\_\_\_  serving in the military  
\_\_\_\_\_  knowing issues and propositions \_\_\_\_\_  performing public service  
\_\_\_\_\_  identifying positions of election candidates  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.7. Demonstrate understanding of how participation in civic and political life can help an individual to achieve personal and community goals (e.g., personal goals such as living in a safe neighborhood, obtaining a good education, living in a healthy environment; community goals such as increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation).
- 6.8. Demonstrate understanding of ways citizens can influence the decisions and actions of government.  
Specify: \_\_\_\_\_  voting after studying the issues and candidates  
\_\_\_\_\_  participating in special interest groups and political parties  
\_\_\_\_\_  attending meetings of governing agencies  
\_\_\_\_\_  working on campaigns  
\_\_\_\_\_  taking part in peaceful demonstrations  
\_\_\_\_\_  contributing money to political parties, candidates, or causes  
\_\_\_\_\_  other: \_\_\_\_\_
- 7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.**
- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

**Course Number: 7921010 - Social Studies: 9-12**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  newspapers                      \_\_\_  magazines                      \_\_\_  television  
          \_\_\_  radio                      \_\_\_  people                      \_\_\_  Internet  
          \_\_\_  other: \_\_\_\_\_
- 7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  newspapers                      \_\_\_  magazines                      \_\_\_  television  
          \_\_\_  radio                      \_\_\_  people                      \_\_\_  Internet  
          \_\_\_  other: \_\_\_\_\_
- 7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  newspapers                      \_\_\_  magazines                      \_\_\_  television  
          \_\_\_  radio                      \_\_\_  people                      \_\_\_  Internet  
          \_\_\_  textbooks                      \_\_\_  encyclopedias  
          \_\_\_  other: \_\_\_\_\_
- 7.4. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 7.5. Evaluate the correctness and accuracy of social studies information to complete assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.6. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  identify common elements or events  
          \_\_\_  distinguish what is different  
          \_\_\_  relate new information to previously learned concepts  
          \_\_\_  other: \_\_\_\_\_
- 7.7. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete functional tasks and assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school’s webpage). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_  brief statements                      \_\_\_  summaries  
          \_\_\_  reports                      \_\_\_  other: \_\_\_\_\_

**Course Number: 7921010 - Social Studies: 9-12**

- 7.8. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing assignments (e.g., timelines, flow charts, graphic organizers, Venn diagrams). (CL.B.1.In.3)  
Specify: \_\_\_\_\_  by chronology \_\_\_\_\_  by characteristics  
\_\_\_\_\_  by categories \_\_\_\_\_  by topics or events  
\_\_\_\_\_  other: \_\_\_\_\_

**8. Demonstrate understanding of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).**

- 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 for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt \_\_\_\_\_ verbal prompt \_\_\_\_\_ visual prompt  
\_\_\_ assistive technology \_\_\_\_\_ supervision \_\_\_\_\_ other: \_\_\_\_\_
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- 8.1. Identify characteristics of practices in consumer economics (e.g., managing money—budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses).
- 8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  preparing and following weekly and monthly budgets  
\_\_\_\_\_  managing and protecting personal cash  
\_\_\_\_\_  using checking and savings accounts  
\_\_\_\_\_  buying goods and services  
\_\_\_\_\_  contributing to charities  
\_\_\_\_\_  using comparative shopping to make wise purchases  
\_\_\_\_\_  using a credit card  
\_\_\_\_\_  using an ATM or debit card  
\_\_\_\_\_  paying income and other kinds of taxes  
\_\_\_\_\_  saving and investing money  
\_\_\_\_\_  buying insurance  
\_\_\_\_\_  other: \_\_\_\_\_
- 8.3. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*
- 8.4. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

**Course Number: 7921010 - Social Studies: 9-12**

- 8.5. Use essential knowledge and skills when completing activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  using coins and bills to pay for goods and services  
\_\_\_\_\_  selecting desired goods and services based on needs and available funds  
\_\_\_\_\_  evaluating claims in advertisements  
\_\_\_\_\_  understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging  
\_\_\_\_\_  entering into long-term contracts and loans  
\_\_\_\_\_  using an ATM or debit card  
\_\_\_\_\_  using credit cards or charge accounts  
\_\_\_\_\_  maintaining checking and savings accounts at a bank or credit union  
\_\_\_\_\_  other: \_\_\_\_\_
- 8.6. *Use coin-operated machines. (Social and Personal H 63: V)*
- 8.7. *Complete simple order blanks. (Social and Personal D 14: VII)*
- 8.8. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.9. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.10. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 8.11. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with financial needs would need to be contacted (e.g., to manage income from a job, to purchase insurance, to obtain a loan). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.12. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., phone book, credit counseling services, parents, friends, co-workers). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.13. *Identify the appropriate sources to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 8.14. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, skills for managing a checking account). (IF.A.2.In.1, IF.A.2.Su.1)

**Course Number: 7921010 - Social Studies: 9-12**

**9. Demonstrate knowledge of how needs of individuals are met by the family; private agencies; and local, state, and federal government (e.g., housing, employment, health care, child care).**

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 for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt

verbal prompt

visual prompt

assistive technology

supervision

other: \_\_\_\_\_

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- 9.1. Demonstrate knowledge of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.2. Demonstrate knowledge of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.3. Demonstrate knowledge of major needs of individuals that are met by private agencies in the community (e.g., health care, employment assistance, personal care). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.4. Demonstrate knowledge of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.5. Demonstrate knowledge of eligibility and application procedures associated with services provided by public agencies. (IF.A.2.In.1, IF.A.2.Su.1)
- 9.6. Demonstrate knowledge of eligibility and costs associated with services provided by private agencies. (IF.A.2.In.1, IF.A.2.Su.1)

**Medical, Health, and Wellness Needs**

- 9.7. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, nutritionists, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.8. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 9.9. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

**Course Number: 7921010 - Social Studies: 9-12**

- 9.10. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., health department, parents, friends, neighbors, co-workers, telephone book, insurance company). (IF.A.2.In.1, IF.A.2.Su.1)

**Civic Responsibilities**

- 9.11. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.12. Identify circumstances or situations when community service agencies or government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a drivers license, using social services, obtaining a voter registration card, needing assistance evacuating during emergencies). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.13. Identify sources of information about community service agencies or other resources that assist individuals in dealing with government agencies (e.g., telephone book, city commission, city hall, friends, community, directory assistance). (IF.A.2.In.1, IF.A.2.Su.1)

**Housing, Home Maintenance, and Utilities Needs**

- 9.14. Identify community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  housing—real estate agencies, Developmental Services  
          \_\_\_\_\_  home maintenance—lawn care, housekeeping, contractor  
          \_\_\_\_\_  utilities—electricity, telephone, television cable, waste removal
- 9.15. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs would need to be contacted (e.g., when you want to sell your home; when you move into a home and need to establish electric, water, and gas service; when outdoor repair is needed—paint, sprinklers, doors, roof; when indoor repair is needed—painting, plumbing, air conditioner, electrical wiring; when you hire an extermination service for pest control). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.16. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs (e.g., Developmental Services, family, newspaper, telephone book, city hall, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

**Course Number: 7921010 - Social Studies: 9-12**

**10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.**

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 for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)**

- Specify: \_\_\_  employment—Vocational Rehabilitation, private agencies  
\_\_\_  housing/home maintenance—real estate, pest control, lawn care  
\_\_\_  civil—voter registration, tax collector  
\_\_\_  utilities—water, electricity, gas  
\_\_\_  communication—telephone company, post office, e-mail provider  
\_\_\_  transportation—bus, taxi  
\_\_\_  personal care—barber, dry cleaner, laundromat  
\_\_\_  retail—department stores, discount stores, specialty shops, grocery stores  
\_\_\_  food services—restaurants, fast food chains, cafeterias  
\_\_\_  financial—banking, credit cards, insurance, social security  
\_\_\_  recreation, leisure, or entertainment—movies, libraries, sports centers  
\_\_\_  legal or advocacy—lawyers, advocacy and protection groups  
\_\_\_  educational—adult education, trade schools  
\_\_\_  emergency—police, fire, ambulance, Red Cross  
\_\_\_  other: \_\_\_\_\_

**10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)**

- Specify: \_\_\_  community service agencies: advantages—usually free or low-cost; disadvantages—may have a waiting list, may have limited services  
\_\_\_  businesses: advantages—more available; disadvantages—higher cost  
\_\_\_  other resources—friends, neighbors, co-workers: advantages—motivated to help, low-cost; disadvantages—less knowledgeable about needs of disabled than professionals

**10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., based on cost, need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)**

**10.4. Locate community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., use a phone book, look on the Internet). (IF.A.2.In.1, IF.A.2.Su.1)**

**Course Number: 7921010 - Social Studies: 9-12**

- 10.5. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., telephone, fax machine, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
  - 10.6. Identify when it may be necessary to contact community service agencies, businesses, or other resources to assist individuals with personal needs (e.g., to question a bill, to make an appointment, to find out hours of operation, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)
  - 10.7. *Place and answer calls on the telephone in an appropriate manner.*  
(*Social and Personal H 62: V*)
  - 10.8. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)
- 11. Demonstrate knowledge of effective use of services provided by organizations (e.g., banks, schools, hospitals, the military).**

SE.A.1.In.3      function effectively within formal organizations.  
SE.A.1.Su.2      function effectively within formal organizations—with guidance and support.

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- 11.1. Identify expectations for own behavior when using services produced by formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify:  banks       hospitals       schools  
 other: \_\_\_\_\_
- 11.2. Identify existing rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify:  policy manuals  
 rules and regulations  
 security systems  
 other: \_\_\_\_\_
- 11.3. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule; not coming regularly; or talking about personal, ethical, or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)
- 11.4. Identify aspects of organizations that demand different expectations (e.g., power structure—line of command, independent work, group collaboration, working at a distance, flexible work schedule, concern for others). (SE.A.1.In.3, SE.A.1.Su.2)



**Course Number: 7921010 - Social Studies: 9-12**

- 11.5. Identify organizations that provide services for individuals (e.g., social service organizations—advocacy groups, medical support organizations, Planned Parenthood, Head Start, Red Cross, charities; labor organizations; youth organizations and clubs. (SE.A.1.In.3, SE.A.1.Su.2)
- 11.6. Use specific knowledge and skills to obtain and benefit from a particular organization (e.g., know what kinds of services are provided, know eligibility requirements, contact organization to obtain information, travel to site where service is provided). (SE.A.1.In.3, SE.A.1.Su.2)

**12. Demonstrate knowledge of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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- 12.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).
- 12.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).
- 12.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., conflict between North and South, conflict over land and other rights of Native Americans, conflict over civil rights of minorities and women, ethnic conflicts in urban settings).
- 12.4. Identify ways that conflicts stemming from diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; adhering to the values and principles of American democracy).
- 12.5. Identify ways that conflicts stemming from diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).

**13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.**

- SE.A.2.In.1      interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1      interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

## Course Number: 7921010 - Social Studies: 9-12

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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### Interpersonal Relationships

- 13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.3. *Identify personal feelings. (Social and Personal G 54: IV)*
- 13.4. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 13.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 13.6. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 13.7. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 13.9. *Show respect for property of others. (Social and Personal G 52: III)*
- 13.10. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 13.11. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 13.12. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.13. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.14. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friends, says positive things about one's friends, helps one's friends in time

## Course Number: 7921010 - Social Studies: 9-12

of crisis, makes one's friends laugh, does not make rude comments to one's friends, does not physically harm one's friends, shares with one's friends, respects one's friends, encourages one's friends). (SE.A.2.In.1, SE.A.2.Su.1)

- 13.15. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)
- 13.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

### Sexual Relationships

- 13.18. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.19. Discriminate between examples and non-examples of behaviors that are responsible and appropriate expressions of sexual relationships (examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; non-examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.20. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.21. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.22. *Identify body functions and recognize personal responsibility for human sexuality.*  
(*Social Personal E 44: V*)
- 13.23. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.24. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do

**Course Number: 7921010 - Social Studies: 9-12**

something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

13.25. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

**14. Demonstrate skills needed to manage and direct one's own behavior in the community to promote responsible citizenship.**

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:  
\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Patterns of Conduct**

- 14.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)
- 14.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a basketball game, asking for assistance on the job, interviewing for a job). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace
- 14.3. Demonstrate appropriate behaviors for specific situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace

**Course Number: 7921010 - Social Studies: 9-12**

**Self-Management**

- 14.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.5. *Stay on task until its completion. (Social and Personal C 20: III)*
- 14.6. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 14.7. *Stay on task to completion within a given time frame. (Social and Personal C 22: V)*
- 14.8. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 14.9. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 14.10. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: IV)*
- 14.11. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving materials needed for school or work at home). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.12. Identify factors that promote self-management behaviors (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.13. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify method: \_\_\_\_\_  self-monitoring \_\_\_\_\_  self-instruction \_\_\_\_\_  self-reinforcement  
Specify setting : \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 14.14. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify method: \_\_\_\_\_  self-monitoring \_\_\_\_\_  self-instruction \_\_\_\_\_  self-reinforcement  
Specify setting : \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace

## Course Number: 7921010 - Social Studies: 9-12

### Responding to Unexpected Events

- 14.15. Identify situations that are potentially dangerous (e.g., home—an intruder at the door or window attempting to enter the home, fire in the kitchen; school—students fighting, students running in the halls; community—accepting rides from strangers, walking alone at night; workplace—working with chemicals, not knowing how to use equipment). (IF.B.2.In.3, IF.B.2.Su.3)  
Specify setting: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 14.16. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 14.17. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 14.18. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.19. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.20. Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.21. *Identify procedures for seeking assistance in emergency situations. (Social and Personal D 35: V)*
- 14.22. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 14.23. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.24. *Use safety equipment and procedures when necessary. (Social and Personal C 32: IV)*
- 14.25. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 14.26. Safely handle potentially harmful objects and materials. (*Social and Personal D 34: IV*)

### Working in a Group

- 14.27. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

**Course Number: 7921010 - Social Studies: 9-12**

- 14.28. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.29. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.30. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.31. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

**Leadership**

- 14.32. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respectful, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 14.33. Identify the effect that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)  
Specify: \_\_\_\_\_  supportive leaders—more participation by group members  
          \_\_\_\_\_  controlling leaders—group members may operate in fear  
          \_\_\_\_\_  negligent leaders—group members may not stay on task  
          \_\_\_\_\_  other: \_\_\_\_\_
- 14.34. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using group reflection, providing opinions). (SE.A.1.In.2)
- 14.35. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)
- 14.36. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  discuss the problem  
          \_\_\_\_\_  list possible causes  
          \_\_\_\_\_  record individual group members' suggestions and clarifications  
          \_\_\_\_\_  discuss and verify causes  
          \_\_\_\_\_  implement corrective action or solution  
          \_\_\_\_\_  report results  
          \_\_\_\_\_  move on to the next most probable cause if initial action is ineffective  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7921010 - Social Studies: 9-12**

- 14.37. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.38. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

**Organizations**

- 14.39. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 14.40. Identify characteristics of formal organizations (e.g., structures, governed by rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 14.41. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)
- Specify: \_\_\_\_\_  policy manuals  
\_\_\_\_\_  rules and regulations  
\_\_\_\_\_  security systems  
\_\_\_\_\_  other: \_\_\_\_\_

- 14.42. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
- Specify: \_\_\_\_\_  schools \_\_\_\_\_  institutions  
\_\_\_\_\_  businesses \_\_\_\_\_  agencies  
\_\_\_\_\_  organizations in the community \_\_\_\_\_  other: \_\_\_\_\_

- 14.43. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule for personal needs; talking about personal, ethical, or moral issues that may conflict with the organization's values). (SE.A.1.In.3, SE.A.1.Su.2)
- 14.44. Use behavior that complies with the existing rules and codes of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, not causing physical harm to others, meeting deadlines, complying with dress codes, not using or purchasing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)
- 14.45. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal choices may conflict with the organization, personal choices may conflict with rearranging schedule, disruptive behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)



## Course Number: 7921010 - Social Studies: 9-12

### Compliance with Laws, Rules, and Regulations

- 14.46. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol underage). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.47. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.48. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.49. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.50. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gathering  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling
- 14.51. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gathering  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling

### 15. Demonstrate understanding of knowledge and skills necessary for selecting a career and maintaining employment.

- CL.C.1.In.3      make general preparations for entering the work force.
- CL.C.1.Su.3      make general preparations for entering the work force—with guidance and support.
- IF.B.1.In.1      make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2      carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1      make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2      carry out plans and adjust to changing circumstances—with guidance and support.

## Course Number: 7921010 - Social Studies: 9-12

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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### Using a Career Planning Process

- 15.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 15.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)
- 15.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  individuals—family members, supervisors, teachers, counselors  
          \_\_\_  agencies—government agencies, religious organizations, schools  
          \_\_\_  other: \_\_\_\_\_
- 15.4. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 15.5. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  self-concept and values clarification  
          \_\_\_  personality characteristics and personal style  
          \_\_\_  motivational patterns and personal preferences  
          \_\_\_  occupational interests  
          \_\_\_  personal and educational background  
          \_\_\_  work history and experience  
          \_\_\_  key accomplishments and successes  
          \_\_\_  satisfying and dissatisfying experiences  
          \_\_\_  other: \_\_\_\_\_
- 15.6. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.7. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). CL.C.1.In.3., CL.C.1.Su.3)
- 15.8. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)



**Course Number: 7921010 - Social Studies: 9-12**

- 15.22. Identify common tests necessary for employment (e.g., drug tests, eye exams, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.23. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; prospective employer can gain insight into work ethic and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.24. Identify types of follow-up procedures to use when seeking a job (e.g., thank-you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.25. Identify common legal documents necessary for employment (e.g., identification card, driver’s license, birth certificate, social security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.26. Identify purposes of common legal documents needed for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.27. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 14: VII)*

**16. Demonstrate knowledge of employment and career opportunities in the community.**

- 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.

Indicate guidance and support necessary for mastery at supported level:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> physical prompt      | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision   | <input type="checkbox"/> other: _____  |
- 

- 16.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 16.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

**Course Number: 7921010 - Social Studies: 9-12**

- 16.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, unemployment benefits, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

**17. Demonstrate understanding of personal and social skills necessary for success on the job.**

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
  - \_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
- 

**Planning Assignments**

- 17.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 17.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_  identify the goal or end product, including quality standards  
          \_\_\_  identify resources needed—equipment, supplies, time  
          \_\_\_  determine substeps needed to accomplish the task  
          \_\_\_  determine schedule for completing task
- 17.3. *State steps to complete a task. (Language C 31: VI)*
- 17.4. Identify, prioritize, and schedule job responsibilities for work assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

**Course Number: 7921010 - Social Studies: 9-12**

**Implementing Assignments**

- 17.5. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  set an alarm clock as a reminder  
          \_\_\_\_\_  track subtasks on calendar  
          \_\_\_\_\_  begin subtasks at designated times  
          \_\_\_\_\_  check off subtasks when completed  
          \_\_\_\_\_  adjust to unforeseen circumstances  
          \_\_\_\_\_  other: \_\_\_\_\_
- 17.6. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  try different techniques                   \_\_\_\_\_  seek advice from others  
          \_\_\_\_\_  seek assistance from others               \_\_\_\_\_  read the instructions or references  
          \_\_\_\_\_  other: \_\_\_\_\_
- 17.7. *Sort like objects. (Social and Personal C 19: 11)*
- 17.8. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 17.9. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 17.10. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 17.11. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  reliability and dependability           \_\_\_\_\_  flexibility  
          \_\_\_\_\_  responsibility   \_\_\_\_\_  self-control  
          \_\_\_\_\_  paying attention to details               \_\_\_\_\_  self-direction  
          \_\_\_\_\_  other: \_\_\_\_\_
- 17.12. *Identify characteristics of a good employee. (Social and Personal 23: IV)*

**Attendance and Punctuality**

- 17.13. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.14. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.15. *Identify appropriate attendance practice for school and work. (Social and Personal C 26: IV)*

**Course Number: 7921010 - Social Studies: 9-12**

- 17.16. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.17. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.18. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.19. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify:  appropriate—being punctual, following rules, showing respect for authority  
 inappropriate—disrupting work, making negative statements about co-workers  
 other: \_\_\_\_\_
- 17.20. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.21. *Distinguish between appropriate dress for school, work, and leisure activities.*  
(*Social and Personal A 7: V*)
- 17.22. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform, if required; casual or formal, if organization allows; indoors or outdoors, depending upon work environment). (CL.C.2.In.3, CL.C.2.Su.3)

**18. Demonstrate understanding of personal and social skills necessary for independent living.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and  
support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and  
support.

## Course Number: 7921010 - Social Studies: 9-12

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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### Independent Living

- 18.1. Identify productive activities in the home needed for independent living.  
(IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_  preparing and storing food  
          \_\_\_  selecting and caring for clothing  
          \_\_\_  cleaning and maintaining household  
          \_\_\_  selecting and caring for personal living environment  
          \_\_\_  selecting and caring for furniture, appliances, and other personal goods  
          \_\_\_  selecting and caring for outdoor equipment and maintaining outdoor areas  
          \_\_\_  managing money management, budgeting, paying taxes  
          \_\_\_  other: \_\_\_\_\_
- 18.2. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*
- 18.3. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 18.4. *Use appropriate table manners (e.g., passing food, sharing condiments).  
(Social and Personal B 12: IV)*
- 18.5. *Follow correct lunch procedures. (Social and Personal B 13: IV)*
- 18.6. *Serve self from food containers. (Social and Personal B 14: IV)*
- 18.7. *Follow a simple recipe. (Social and Personal B 15: V)*
- 18.8. *Select and operate kitchen appliances for food preparation.  
(Social and Personal B 16: V)*
- 18.9. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 18.10. *Plan and prepare a meal. (Social and Personal B 18: VI)*
- 18.11. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 18.12. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 18.13. *Identify proper household tools and cleaning supplies for a given task.  
(Social and Personal F 48: IV)*
- 18.14. *Perform laundry tasks. (Social and Personal F 49: V)*
- 18.15. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*



**Course Number: 7921010 - Social Studies: 9-12**

18.16. Identify leisure and recreation activities that are appropriate for independent living.

(IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_  games and sports  
\_\_\_\_\_  cultural activities  
\_\_\_\_\_  hobbies, crafts, and collections  
\_\_\_\_\_  pets and gardening  
\_\_\_\_\_  outdoor activities  
\_\_\_\_\_  other: \_\_\_\_\_

18.17. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*

18.18. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

18.19. Identify personal care activities needed for independent living.

(IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  eating  
\_\_\_\_\_  dressing  
\_\_\_\_\_  grooming  
\_\_\_\_\_  hygiene  
\_\_\_\_\_  motor control and self-management  
\_\_\_\_\_  other: \_\_\_\_\_

18.20. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*

18.21. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*

18.22. *Take off clothing with fasteners. (Social and Personal A 3: III)*

18.23. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*

18.24. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

18.25. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

18.26. *Feed self with spoon independently. (Social and Personal A 8: II)*

18.27. *Feed self independently with utensils. (Social and Personal B 9: III)*

18.28. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*

18.29. *Identify body parts and gender. (Social and Personal E 39: III)*

18.30. Identify health care and fitness activities needed for independent living.

(IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  maintaining good nutrition

**Course Number: 7921010 - Social Studies: 9-12**

- \_\_\_\_\_  preventing and caring for diseases
- \_\_\_\_\_  practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse
- \_\_\_\_\_  being aware of disability
- \_\_\_\_\_  maintaining good mental health
- \_\_\_\_\_  participating in exercise programs
- \_\_\_\_\_  other: \_\_\_\_\_

- 18.31. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 18.32. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 18.33. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 18.34. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 18.35. **Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)**  
Specify: \_\_\_\_\_  selecting a house or apartment  
\_\_\_\_\_  obtaining assistance with personal care or health needs  
\_\_\_\_\_  fulfilling civic responsibilities  
\_\_\_\_\_  obtaining and caring for clothing or other personal products  
\_\_\_\_\_  obtaining utilities, communication, and other household services  
\_\_\_\_\_  other: \_\_\_\_\_
- 18.36. *Identify services provided by local community agencies. (Social and Personal E 42: V)*
- 18.37. **Demonstrate understanding of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)**  
Specify: \_\_\_\_\_  using appropriate interpersonal communication skills  
\_\_\_\_\_  selecting and maintaining relationships with friends  
\_\_\_\_\_  maintaining positive relations with family  
\_\_\_\_\_  maintaining appropriate relations with co-workers and supervisors  
\_\_\_\_\_  other: \_\_\_\_\_

**Travel**

- 18.38. **Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking, special transit services, special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)**

**Course Number: 7921010 - Social Studies: 9-12**

- 18.39. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_\_\_  cost                      \_\_\_\_\_  handicap accessibility  
                  \_\_\_\_\_  routes                                      \_\_\_\_\_  hours of operation  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 18.40. Identify the dangers, responsibilities, and behaviors appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.41. *Identify safety precautions related to traffic and pedestrian travel.*  
(*Social and Personal D 36: V*)
- 18.42. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.43. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in familiar or unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 18.44. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.45. Find a desired location in the community (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.46. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.47. Practice safety procedures when riding in a car (e.g., wear seatbelts, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.48. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train or air flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

**Course Number: 7921010 - Social Studies: 9-12**

**19. Demonstrate knowledge of personal, political, and economic rights and why they are important (e.g., to associate with whomever one chooses, to join political parties, to choose one's work).**

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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- 19.1. Identify examples of movements seeking to promote individual rights and the common good (e.g., abolition, suffrage, labor and civil rights movements).
- 19.2. Identify characteristics of political rights and why they are important to the individual (e.g., to speak freely, to criticize the government, to join political parties or organizations that strive to influence government policies, to seek and hold political office).
- 19.3. Identify characteristics of economic rights and why they are important (e.g., to own property, to choose one's work).
- 19.4. Identify current issues regarding individual rights (e.g., personal rights issues such as dress codes, curfews, sexual harassment, health care, school prayer; political rights issues such as freedom of speech, right to a fair trial; economic rights issues such as welfare, minimum wage, equal pay for equal work, welfare).
- 19.5. Describe laws that protect employees (e.g., discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.6. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.7. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.8. Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.9. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.10. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7920050
<b>Course Title:</b>	Health and Safety: 9-12
<b>Previous Course Title:</b>	Applied Health and Safety I
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- family relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community resources for health care

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.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with

## Course Number: 7920050 - Health and Safety: 9-12

ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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.

Any student whose parents or guardian makes a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or

**Course Number: 7920050 - Health and Safety: 9-12**

human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

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

**After successfully completing this course, the student will:**

- 1. Demonstrate knowledge of major stages of life including the physical, mental, and emotional changes that occur during growth and development.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 1.1. **Demonstrate knowledge of major body systems and health indicators.**

Specify: \_\_\_  circulatory                      \_\_\_  respiratory                      \_\_\_  digestive  
          \_\_\_  excretory                      \_\_\_  reproductive                      \_\_\_  nervous  
          \_\_\_  skeletal                      \_\_\_  muscular                      \_\_\_  other: \_\_\_\_\_

Specify: \_\_\_  knowledge of each system, including organs and functions  
          \_\_\_  knowledge of indicators of healthy functioning for each system  
          \_\_\_  common problems and treatment within each system  
          \_\_\_  other: \_\_\_\_\_

- 1.2. *Identify body parts and gender. (Social and Personal D 39: III)*

- 1.3. **Demonstrate knowledge of basic concepts of human growth and maturation.**

Specify: \_\_\_  major stages of growth—infancy, childhood, adolescence, adulthood, old age  
          \_\_\_  physical, mental, and emotional changes of humans  
          \_\_\_  other: \_\_\_\_\_

- 2. Demonstrate knowledge of physical and mental health problems and diseases with their appropriate prevention and treatment measures relevant to personal needs.**

IF.A.1.In.2            complete personal care, health, and fitness activities.

IF.A.1.Su.2           complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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## Course Number: 7920050 - Health and Safety: 9-12

### Hygiene

- 2.1. Identify personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  washing and bathing  
          \_\_\_\_\_  dental care  
          \_\_\_\_\_  using the toilet  
          \_\_\_\_\_  menstrual care  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.2. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 2.3. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 2.4. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*
- 2.5. Identify when hygiene activities are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day, after exercising; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.6. Use specific knowledge and skills when completing hygiene activities (e.g., selecting the correct soap or shampoo, correctly brushing and flossing teeth, using the toilet). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.7. Use strategies related to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning; personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

### Wellness

- 2.8. Identify health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  getting routine medical care, periodic check-ups  
          \_\_\_\_\_  resting and exercising regularly  
          \_\_\_\_\_  maintaining a nutritious diet following the Food Guide Pyramid  
          \_\_\_\_\_  maintaining a positive mental attitude  
          \_\_\_\_\_  scheduling time for your personal needs  
          \_\_\_\_\_  scheduling social events  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.9. Identify when health care activities are needed for wellness (e.g., developing a wellness plan, seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed;



## Course Number: 7920050 - Health and Safety: 9-12

seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)

- 2.10. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, getting enough sleep, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.11. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop an individual wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, discard prescription drugs after one year, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

### Diseases

- 2.12. Identify health care issues and practices involving diseases (e.g., recognizing symptoms, warning signs, medical care, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  identifying communicable diseases including sexually transmitted diseases such as HIV/AIDS and their symptoms  
\_\_\_\_\_  knowing how diseases are transmitted and incubation periods  
\_\_\_\_\_  knowing preventative measures and ways to avoid contact  
\_\_\_\_\_  knowing possible treatments for communicable diseases  
\_\_\_\_\_  knowing about causes and symptoms of cancer, heart attack, lung disease, and other chronic illnesses  
\_\_\_\_\_  knowing how to get treatment for diseases and illnesses  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.13. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.14. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., identifying symptoms, getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.15. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, maintain good personal hygiene, put daily medicines in compartmentalized container). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.16. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 2.17. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

### Mental Health

- 2.18. Identify activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  identifying emotional needs

**Course Number: 7920050 - Health and Safety: 9-12**

- \_\_\_\_\_  identifying social needs
- \_\_\_\_\_  identifying maladaptive behaviors and habits
- \_\_\_\_\_  identifying sources of stress or anxiety
- \_\_\_\_\_  determining own ability to deal with perceived causes of emotional problems
- \_\_\_\_\_  determining potential impact or results of mental health problems
- \_\_\_\_\_  choosing to engage in alternate behaviors or activities to relieve problems
- \_\_\_\_\_  requesting assistance with mental health needs when necessary
- \_\_\_\_\_  other: \_\_\_\_\_

- 2.19. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when you are “burned out”). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.20. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.21. Use strategies related to maintaining mental health to complete activities effectively and efficiently and on a regular basis (e.g., get support from family and friends, balance work and recreation activities). (IF.A.1.In.2, IF.A.1.Su.2)

**Course Number: 7920050 - Health and Safety: 9-12**

**3. Demonstrate knowledge of nutritional values of food and the relationship to personal health (e.g., diets, eating habits, menu planning).**

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt

\_\_\_ verbal prompt

\_\_\_ visual prompt

\_\_\_ assistive technology

\_\_\_ supervision

\_\_\_ other: \_\_\_\_\_

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3.1. Identify health care activities involving nutrition (e.g., recognizing types of food, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_\_\_  selecting food that provides optimum nutritional value

\_\_\_\_\_  maintaining, losing, or gaining weight

\_\_\_\_\_  following a diet that provides complete nutrition according to the Food Guide Pyramid

\_\_\_\_\_  other: \_\_\_\_\_

3.2. Identify when health care activities are needed for good nutrition (e.g., when planning to lose weight, when increasing food intake to gain weight, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

3.3. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using knowledge of the Food Guide Pyramid when planning a meal, selecting nutritious snacks, interpreting nutritional information on packages, limiting the amount of food eaten, identifying benefits and risks of dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)

3.4. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; keep a list of the “best” [nutrient dense] and “worst” [lacking in nutrients] foods to eat; pre-measure servings; use measuring devices to serve food [1/2 cup of mashed potatoes]; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

3.5. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*

**Course Number: 7920050 - Health and Safety: 9-12**

**4. Demonstrate understanding of the importance of exercise and planned fitness programs for maintaining personal physical health.**

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt

\_\_\_ verbal prompt

\_\_\_ visual prompt

\_\_\_ assistive technology

\_\_\_ supervision

\_\_\_ other: \_\_\_\_\_

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4.1. Identify health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, events, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_  selecting appropriate exercise activities for fitness

\_\_\_  performing specific exercises

\_\_\_  maintaining participation in exercise programs

\_\_\_  identifying potential problems resulting from exercise programs

\_\_\_  evaluating the benefits of an exercise program

\_\_\_  requesting assistance with disability needs when necessary

\_\_\_  other: \_\_\_\_\_

4.2. Identify when exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

4.3. Use specific knowledge and skills when completing an exercise program

(e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

**Course Number: 7920050 - Health and Safety: 9-12**

**5. Demonstrate understanding of individual responsibilities for promoting positive interpersonal relationships with peers, family members, and adults.**

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt

\_\_\_ verbal prompt

\_\_\_ visual prompt

\_\_\_ assistive technology

\_\_\_ supervision

\_\_\_ other: \_\_\_\_\_

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- 5.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious organization, community members). (SE.A.2.In.1, SE.A.2.In.1)
  - 5.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.In.1)
  - 5.3. *Identify personal feelings. (Social and Personal G 54: IV)*
  - 5.4. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
  - 5.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
  - 5.6. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
  - 5.7. Identify interpersonal skills for maintaining a close relationship with family, friends, and peers (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.In.1)
  - 5.8. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
  - 5.9. *Cooperate with peers. (Social and Personal G 51: III)*
  - 5.10. *Show respect for property of others. (Social and Personal G 52: III)*
  - 5.11. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.In.1)
  - 5.12. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking behind each other's back, physically hurting one another, using harsh language toward one another, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.In.1)

**Course Number: 7920050 - Health and Safety: 9-12**

- 5.13. Identify personal characteristics that make one a good friend (e.g., does not talk about one's friends, says positive things about one's friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to one's friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.In.1)
- 5.14. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make healthy choices, being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.15. *Demonstrate use of strategies to resolve interpersonal difficulties.*  
(*Social and Personal G 60: VI*)
- 5.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make unhealthy or destructive choices, criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressing people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.In.1)

**6. Demonstrate knowledge of human sexuality and reproduction and the importance of responsible behavior (e.g., physical, social, and emotional characteristics; prevention and treatment measures for sexually transmitted diseases including HIV/AIDS; appropriate responses).**

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**6.1. Demonstrate knowledge of basic concepts of heredity and reproduction.**

- Specify: \_\_\_  development of the reproductive system—males and females  
          \_\_\_  menstrual cycle and the function of menstruation  
          \_\_\_  process of fertilization and stages of pregnancy

**Course Number: 7920050 - Health and Safety: 9-12**

- \_\_\_\_\_  onset of nocturnal emissions
- \_\_\_\_\_  birth process
- \_\_\_\_\_  heredity—characteristics that are inherited from parents
- \_\_\_\_\_  other: \_\_\_\_\_

**6.2. Demonstrate knowledge of individual responsibilities in family planning and pregnancy.**

- Specify: \_\_\_\_\_  abstinence as acceptable birth control
- \_\_\_\_\_  contraceptives as methods of disease prevention and birth control
- \_\_\_\_\_  risks of sexually transmitted diseases, HIV/AIDS
- \_\_\_\_\_  prenatal care
- \_\_\_\_\_  risks to the unborn through diseases and use of tobacco, alcohol, and other drugs
- \_\_\_\_\_  assistance available through community agencies
- \_\_\_\_\_  other: \_\_\_\_\_

**6.3. Demonstrate knowledge of human sexuality.**

- Specify: \_\_\_\_\_  sexual behaviors, including intercourse
- \_\_\_\_\_  self-stimulation
- \_\_\_\_\_  other: \_\_\_\_\_

**6.4. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)**

**Sexual Relationships**

**6.5. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner’s desires, consistent with expectations or rules of the situation and location, appropriate language, reflect responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)**

**6.6. Demonstrate behaviors that are responsible and appropriate expressions of sexual relationships. (IF.B.2.In.2, IF.B.2.Su.2)**

- Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

**6.7. Discriminate between responsible and irresponsible behaviors in sexual relationships (responsible—chooses abstinence prior to marriage, uses acceptable terms of endearment; irresponsible—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)**

**6.8. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., high self-esteem, presence of positive role models). (IF.B.2.In.1, IF.B.2.Su.1)**

- Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

**6.9. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)**

- Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

**Course Number: 7920050 - Health and Safety: 9-12**

- 6.10. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.11. Demonstrate appropriate responses and refusal skills when exposed to negative peer pressure. (IF.B.2.In.2, IF.B.2.Su.2)
- 6.12. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you their actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.13. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments). (IF.B.2.In.3, IF.B.2.Su.3)

**7. Demonstrate knowledge of the effects of substance use and abuse on physical, mental, and social well-being, including legal consequences.**

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_
-



**Course Number: 7920050 - Health and Safety: 9-12**

- 7.1. Identify common health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  identifying the appropriate use of prescription and nonprescription drugs  
\_\_\_\_\_  identifying physical dangers of tobacco, alcohol, and other drugs  
\_\_\_\_\_  identifying mental and social dangers of tobacco, alcohol, and other drugs  
\_\_\_\_\_  identifying legal control of tobacco, alcohol, and other drugs  
\_\_\_\_\_  identifying the role of peer pressure  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.2. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 7.3. Identify when health care activities are needed to control tobacco, alcohol, and other drug use (e.g., use of alcohol and tobacco affects health and family life, when prescription drugs are taken even when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.4. Use specific knowledge and skills related to prescription and nonprescription drug use and control of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing characteristics of an addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drugs; knowing legal consequences of improper use of tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.5. Use strategies related to the use of prescription and nonprescription drugs, tobacco, and alcohol when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations and warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.6. Identify behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  following a wellness plan  
\_\_\_\_\_  using refusal skills when confronted by negative influences  
\_\_\_\_\_  gaining knowledge of benefits of positive health practices  
\_\_\_\_\_  gaining knowledge of potential harm of tobacco, alcohol, and other drug abuse, including legal consequences  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.7. Demonstrate behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  following a wellness plan  
\_\_\_\_\_  using refusal skills when confronted by negative influences  
\_\_\_\_\_  gaining knowledge of benefits of positive health practices  
\_\_\_\_\_  gaining knowledge of potential harm of tobacco, alcohol, and other drug abuse, including legal consequences  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.8. Identify appropriate ways to respond to offers or pressure to participate in activities involving the use of tobacco, alcohol, or other drugs (e.g., use refusal skills, ignore or walk away, find other activity, report to trusted adult). (IF.B.2.In.3, IF.B.2.Su.3)

## Course Number: 7920050 - Health and Safety: 9-12

### 8. Demonstrate understanding of unsafe acts and harmful conditions and appropriate personal responses.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—  
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt

\_\_\_ verbal prompt

\_\_\_ visual prompt

\_\_\_ assistive technology

\_\_\_ supervision

\_\_\_ other: \_\_\_\_\_

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### Identifying Unsafe Factors or Situations

- 8.1. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets, firearms, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door, adverse weather). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.2. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, use deadbolt locks). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.3. Identify unsafe factors or situations in the school that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unsupervised gathering on the schoolgrounds, students with guns or knives). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.4. Identify unsafe factors or situations in the community that are potentially dangerous (e.g., unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.5. *Demonstrate understanding of safety and warning signs in the environment.*  
(Social and Personal D 37: V)
- 8.6. *Identify safety precautions related to traffic and pedestrian travel.*  
(Social and Personal D 36: V)
- 8.7. Identify unsafe factors or situations in the workplace which are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment, exposure to second-hand smoke). (IF.B.2.In.3, IF.B.2.Su.3)

## **Course Number: 7920050 - Health and Safety: 9-12**

### **Following Safety Procedures**

- 8.8. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.9. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.10. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 8.11. Identify procedures for obtaining emergency medical assistance (e.g., call doctor, call Poison Control Center, dial 911). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.12. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 8.13. Behave in ways that comply with safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, follow rules for use of exercise or outdoor equipment). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.14. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 8.15. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 8.16. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

### **Dealing with Fires**

- 8.17. Identify potential hazards of open fires, matches, electrical appliances, and outlets (e.g., surrounding materials may ignite, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.18. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.19. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.20. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)

## Course Number: 7920050 - Health and Safety: 9-12

### Dealing with Adverse Weather

- 8.21. Identify hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.22. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.23. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)

### Dealing with Violence and Aggression

- 8.24. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.25. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.26. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

### Using Self-control

- 8.27. Behave in ways that show self-control in response to unexpected events and potentially harmful situations in various environments (e.g., do not become upset, remain calm, seek assistance if needed). (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_\_\_  home—family gatherings, meals, chores  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
          \_\_\_\_\_  workplace—on-the-job, breaks
- 8.28. Monitor own use of behaviors that show self-control in response to unexpected events and potentially harmful situations in various environments. (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_\_\_  home—family gatherings, meals, chores  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
          \_\_\_\_\_  workplace—on-the-job, breaks

## 9. Demonstrate appropriate decision-making skills in the area of physical and mental health.

**Course Number: 7920050 - Health and Safety: 9-12**

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
- 

- 9.1. Identify personal situations involving physical and mental health that call for careful decision making (e.g., feeling depressed or suicidal, using birth control, experiencing persistent symptoms of diseases). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.2. Identify sources of assistance for decision making related to physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  individuals—family members, supervisors, teachers  
          \_\_\_  agencies—government agencies, private agencies, religious organizations, schools  
          \_\_\_  other: \_\_\_\_\_
- 9.3. Use a systematic approach when making decisions about physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  identify and describe the problem or issue clearly  
          \_\_\_  consider alternative actions available to resolve the problem  
          \_\_\_  identify the risks, consequences, and benefits associated with each alternative  
          \_\_\_  evaluate the choices and make a decision  
          \_\_\_  get assistance if needed  
          \_\_\_  other: \_\_\_\_\_
- 9.4. Identify strategies for balancing time and energy spent on self, family, work, leisure, and citizenship in order to reduce stress (e.g., following a wellness plan, using time-management strategies, separating work and personal life, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.5. Identify consequences of decisions related to physical and mental health before acting (e.g., starting to smoke—may cause cancer, emphysema, and cardiovascular disease; affects your breathing; affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.6. Commit to undertake new tasks and adapt to changes in routine when carrying out decisions related to physical and mental health. (IF.B.1.In.2, IF.B.1.Su.2)

**Course Number: 7920050 - Health and Safety: 9-12**

- 9.7. Adapt decisions in response to changing situations and requirements related to physical and mental health (e.g., determine that decision may have been incorrect, determine alternate action or choice). (IF.B.1.In.2, IF.B.1.Su.2)
- 9.8. *Distinguish between work and leisure time activities. (Social and Personal G 53: III)*
- 9.9. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

**10. Demonstrate basic first aid skills.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 10.1. Identify health care activities involving first aid (e.g., recognizing wounds, warning signs, treatments, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_  stopping bleeding and applying bandages  
          \_\_\_  taking care of burns, poisons, and wounds  
          \_\_\_  using cardiopulmonary resuscitation (CPR)  
          \_\_\_  getting help when needed  
          \_\_\_  other: \_\_\_\_\_
- 10.2. Identify when first aid treatment is needed (e.g., after an accident; after skin has been cut, burned, or punctured; when someone is choking; when someone is unconscious and not breathing; when someone is drowning). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.3. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, properly applying a bandage to a wound, properly cleaning and applying medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.4. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI).*
- 10.5. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

**Course Number: 7920050 - Health and Safety: 9-12**

**11. Access sources of reliable health information and services.**

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 for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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11.1. Identify characteristics of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_  hospitals                      \_\_\_  clinics  
          \_\_\_  support groups                      \_\_\_  health departments  
          \_\_\_  rehabilitation centers                      \_\_\_  home health care  
          \_\_\_  fitness centers                      \_\_\_  other: \_\_\_\_\_

11.2. Identify ways to get information on the types of services, costs, and eligibility requirements of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)

11.3. Identify the meaning of information commonly found on prescription and nonprescription drug labels (e.g., taking medicine, disposing of medicines, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  directions for use  
          \_\_\_  dosage  
          \_\_\_  warnings  
          \_\_\_  expiration date  
          \_\_\_  storage  
          \_\_\_  antidotes  
          \_\_\_  prescription and renewal information  
          \_\_\_  other: \_\_\_\_\_

11.4. Identify the meaning of information found on food and product labels (e.g., storing food after shopping, planning nutritious meals using the Food Guide Pyramid). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  storage requirements  
          \_\_\_  expiration date  
          \_\_\_  nutrition information  
          \_\_\_  serving and portion information  
          \_\_\_  safety precautions—cook thoroughly, refrigerate after opening  
          \_\_\_  other: \_\_\_\_\_

11.5. Identify reliable and accurate sources of information on health care (e.g., health screenings, home remedies, public health issues). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  newspaper                      \_\_\_  magazine                      \_\_\_  television  
          \_\_\_  radio                      \_\_\_  people                      \_\_\_  Internet resources  
          \_\_\_  other: \_\_\_\_\_

**Course Number: 7920050 - Health and Safety: 9-12**

- 11.6. Identify types of information in reference books or resources on health care (e.g., symptoms of a communicable disease, historical information, side effects of types of medication, inherited or genetic diseases or conditions). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  medical references—detailed information  
 encyclopedia—general information by subject  
 other: \_\_\_\_\_

**12. Demonstrate knowledge of community health resources and local agencies to contact for mental, physical, and emotional problems.**

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 for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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- 12.1. Identify local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

12.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

- 12.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, after an accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

- 12.4. Identify sources of information about local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., parents, friends, neighbors, co-workers, phone book, insurance company, chronic disease agencies—American Heart Association, American Lung Association, American Cancer Society). (IF.A.2.In.1, IF.A.2.Su.1)

**13. Demonstrate knowledge of practices which promote personal safety (e.g., helmets, seat belts, poison control, 911).**

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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**Course Number: 7920050 - Health and Safety: 9-12**

- 13.1. Identify community service agencies, businesses, or other resources that assist individuals with emergency needs (e.g., Red Cross, shelters, police department, fire department, health department, medical centers, clinics, poison control). (IF.A.2.In.1, IF.A.2.Su.1)
- 13.2. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service that assists individuals with emergency needs (e.g., knowing how to describe an emergency situation, knowing how to speak to a 911 operator). (IF.A.2.In.1, IF.A.2.Su.1)
- 13.3. Identify and demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don't put hands outside windows; by cab—determine route in advance, inform driver of destination, have enough money; by bike—wear a helmet, stay on the correct side of the road; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.4. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area picked up, prevent contamination, use proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
- 13.5. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 13.6. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

**14. Apply health concepts and processes in career planning.**

- 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.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
- \_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

**Health Occupations**

- 14.1. Identify general characteristics of the career cluster related to health sciences (e.g., technical knowledge and expertise, certification exams, related support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.2. Identify specific jobs associated with the career cluster related to health sciences (e.g., physician, nurse practitioner, nurse, occupational therapist, lab assistant, nurse's aide, health education teacher). (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_  entry level                      \_\_\_  technical support  
          \_\_\_  advanced level                      \_\_\_  professional positions  
          \_\_\_  other: \_\_\_\_\_

## **Course Number: 7920050 - Health and Safety: 9-12**

- 14.3. Identify advantages and disadvantages of specified occupations in career cluster dealing with health sciences (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require a great deal of training, pay is low for some support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster dealing with health sciences (e.g., likes to help other people, is skilled at problem solving, makes careful observations). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.5. Identify trends in the local job market for specific jobs within the career cluster dealing with health sciences (e.g., home health care, health care for the elderly). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.6. Identify educational and training requirements for jobs within the career cluster dealing with health sciences (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.7. Identify career advancement opportunities for jobs within the career cluster dealing with health sciences (e.g., aide, technician, therapist). (CL.C.1.In.1, CL.C.1.Su.1)

### **Health and Safety in the Workplace**

- 14.8. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol or other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 14.9. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration [OSHA], fire department). (CL.C.2.In.4, CL.C.2.Su.4)

# Course: 7920025 Access Integrated Science 1

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1770.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	7920025
<b>Course Title:</b>	Access Integrated Science 1
<b>Course Abbreviated Title:</b>	Access Integrated Science 1
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
<b>Number of Credits:</b>	Course may be taken for up to two credits
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Requires Highly Qualified Teacher(HQT)?</b>	Yes
<b>Class Size?</b>	Yes
<b>No Child Left Behind (NCLB)?</b>	Yes
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(36) Supported(36) Participatory(32)**

<b><a href="#">SC.912.E.5.1:</a></b>	Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the
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	<p>universe.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.1</a>: Recognize that the Milky Way is part of the expanding universe.</li> <li>• <a href="#">SC.912.E.5.Su.1</a>: Recognize that the universe consists of many galaxies, including the Milky Way.</li> <li>• <a href="#">SC.912.E.5.Pa.1</a>: Recognize that when objects move away from each other, the distance between them expands.</li> </ul>
<p><a href="#">SC.912.E.5.2</a>:</p>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.1</a>: Recognize that the Milky Way is part of the expanding universe.</li> <li>• <a href="#">SC.912.E.5.Su.1</a>: Recognize that the universe consists of many galaxies, including the Milky Way.</li> <li>• <a href="#">SC.912.E.5.Pa.1</a>: Recognize that when objects move away from each other, the distance between them expands.</li> </ul>
<p><a href="#">SC.912.E.5.4</a>:</p>	<p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.3</a>: Describe the Sun as a medium-sized star with sunspots and storms that can affect weather and radio transmissions on Earth.</li> <li>• <a href="#">SC.912.E.5.Su.3</a>: Describe observable effects of the Sun on Earth, such as changes in light and temperature.</li> <li>• <a href="#">SC.912.E.5.Pa.3</a>: Observe and recognize effects of the Sun on Earth, such as temperature changes.</li> </ul>
<p><a href="#">SC.912.E.5.7</a>:</p>	<p>Relate the history of and explain the justification for future space exploration and continuing technology development.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.6</a>: Identify major contributions and research from space exploration that affected Florida’s economy and culture.</li> <li>• <a href="#">SC.912.E.5.Su.6</a>: Identify major contributions related to space exploration that affected Florida.</li> <li>• <a href="#">SC.912.E.5.Pa.5</a>: Recognize items, such as freeze-dried food and space blankets, developed because of space exploration.</li> </ul>
<a href="#">SC.912.E.5.8</a> :	<p>Connect the concepts of radiation and the electromagnetic spectrum to the use of historical and newly-developed observational tools.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.5</a>: Identify tools that use different types of radiation, such as radio waves, ultraviolet radiation, and infrared waves.</li> <li>• <a href="#">SC.912.E.5.Su.7</a>: Recognize examples of tools that use radiation for observation purposes, such as x-rays and infrared night goggles.</li> <li>• <a href="#">SC.912.E.5.Pa.6</a>: Recognize a tool that uses radiation for personal reasons, such as x-rays.</li> </ul>
<a href="#">SC.912.E.6.1</a> :	<p>Describe and differentiate the layers of Earth and the interactions among them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.6.In.1</a>: Describe the three layers of Earth (core, mantle, and crust).</li> <li>• <a href="#">SC.912.E.6.Su.1</a>: Recognize the three layers of Earth (core, mantle, and crust).</li> <li>• <a href="#">SC.912.E.6.Pa.1</a>: Identify a surface feature of Earth, such as a hill.</li> </ul>
<a href="#">SC.912.E.6.2</a> :	<p>Connect surface features to surface processes that are responsible for their formation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.6.In.2</a>: Describe examples of surface features, such as glaciers, valleys, canyons, and dried riverbeds, which are</li> </ul>

	<p>caused by wind and erosion (surface processes).</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.6.Su.2</a>: Identify types of surface features, such as hills and valleys.</li> <li>• <a href="#">SC.912.E.6.Pa.1</a>: Identify a surface feature of Earth, such as a hill.</li> </ul>
<p><a href="#">SC.912.E.6.3</a>:</p>	<p>Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.6.In.3</a>: Relate a cause and effect of movements in Earth’s crust (plate tectonics), such as fault lines in the plates causing earthquakes.</li> <li>• <a href="#">SC.912.E.6.Su.3</a>: Recognize that Earth’s crust is broken into parts (plates) that move and cause mountains and volcanoes.</li> <li>• <a href="#">SC.912.E.6.Pa.2</a>: Recognize that the surface of Earth can change.</li> </ul>
<p><a href="#">SC.912.E.7.1</a>:</p>	<p>Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.1</a>: Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them.</li> <li>• <a href="#">SC.912.E.7.Su.1</a>: Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.</li> <li>• <a href="#">SC.912.E.7.Pa.1</a>: Recognize that clouds release rain (part of the water cycle).</li> </ul>
<p><a href="#">SC.912.E.7.3</a>:</p>	<p>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.3</a>: Describe the interactions among the atmosphere, hydrosphere, and biosphere, including how air, water, and land support living things and how air temperature</li> </ul>

	<p>affects water and land temperatures.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.Su.3</a>: Recognize components of the atmosphere, the hydrosphere, and the biosphere.</li> <li>• <a href="#">SC.912.E.7.Pa.3</a>: Recognize that humans, plants, and animals live on the Earth (biosphere).</li> </ul>
<p><a href="#">SC.912.L.14.1</a>:</p>	<p>Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.1</a>: Identify that all living things are made of cells and cells function in similar ways (cell theory).</li> <li>• <a href="#">SC.912.L.14.Su.1</a>: Identify that the cell is the smallest basic unit of life and that all living things are made of cells.</li> <li>• <a href="#">SC.912.L.14.Pa.1</a>: Match parts of common living things to their functions.</li> </ul>
<p><a href="#">SC.912.L.14.2</a>:</p>	<p>Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.2</a>: Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.</li> <li>• <a href="#">SC.912.L.14.Su.2</a>: Recognize that cells have different parts and each has a function.</li> <li>• <a href="#">SC.912.L.14.Pa.1</a>: Match parts of common living things to their functions.</li> </ul>
<p><a href="#">SC.912.L.14.3</a>:</p>	<p>Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.2</a>: Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.Su.2</a>: Recognize that cells have different parts and each has a function.</li> <li>• <a href="#">SC.912.L.14.Pa.1</a>: Match parts of common living things to their functions.</li> </ul>
<p><a href="#">SC.912.L.14.7:</a></p>	<p>Relate the structure of each of the major plant organs and tissues to physiological processes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.5</a>: Describe the general processes of food production, support, water transport, and reproduction in the major parts of plants.</li> <li>• <a href="#">SC.912.L.14.Su.4</a>: Relate parts of plants, such as leaf, stem, root, seed, and flower, to the functions of food production, support, water transport, and reproduction.</li> <li>• <a href="#">SC.912.L.14.Pa.4</a>: Recognize major plant parts, such as root, stem, leaf, and flower.</li> </ul>
<p><a href="#">SC.912.L.15.1:</a></p>	<p>Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.1</a>: Identify that prehistoric plants and animals changed over time (evolved) or became extinct.</li> <li>• <a href="#">SC.912.L.15.Su.1</a>: Match fossils to related species.</li> <li>• <a href="#">SC.912.L.15.Pa.1</a>: Recognize that plants and animals change as they age.</li> </ul>
<p><a href="#">SC.912.L.15.4:</a></p>	<p>Describe how and why organisms are hierarchically classified and based on evolutionary relationships.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.2</a>: Classify living organisms into their kingdoms.</li> <li>• <a href="#">SC.912.L.15.Su.2</a>: Match organisms to the animal, plant, and fungus kingdoms.</li> <li>• <a href="#">SC.912.L.15.Pa.2</a>: Sort common living things into plant and</li> </ul>



	animal kingdoms.
<a href="#">SC.912.L.15.6:</a>	<p>Discuss distinguishing characteristics of the domains and kingdoms of living organisms.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.2:</a> Classify living organisms into their kingdoms.</li> <li>• <a href="#">SC.912.L.15.Su.2:</a> Match organisms to the animal, plant, and fungus kingdoms.</li> <li>• <a href="#">SC.912.L.15.Pa.2:</a> Sort common living things into plant and animal kingdoms.</li> </ul>
<a href="#">SC.912.L.15.8:</a>	<p>Describe the scientific explanations of the origin of life on Earth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.3:</a> Identify that there are scientific explanations of the origin of life on Earth.</li> <li>• <a href="#">SC.912.L.15.Su.3:</a> Recognize that there are scientific explanations of how life began.</li> <li>• <a href="#">SC.912.L.15.Pa.1:</a> Recognize that plants and animals change as they age.</li> </ul>
<a href="#">SC.912.L.16.1:</a>	<p>Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.1:</a> Identify that genes are sets of instructions that determine which characteristics are passed from parent to offspring.</li> <li>• <a href="#">SC.912.L.16.Su.1:</a> Recognize characteristics (traits) that offspring inherit from parents.</li> <li>• <a href="#">SC.912.L.16.Pa.1:</a> Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.</li> </ul>
<a href="#">SC.912.L.17.2:</a>	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and

	<p>temperature.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.1</a>: Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature.</li> <li>• <a href="#">SC.912.L.17.Su.1</a>: Recognize that living things in bodies of water are affected by the location and depth of the water.</li> <li>• <a href="#">SC.912.L.17.Pa.1</a>: Recognize common living things in bodies of water.</li> </ul>
<p><a href="#">SC.912.L.17.3</a>:</p>	<p>Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.1</a>: Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature.</li> <li>• <a href="#">SC.912.L.17.Su.1</a>: Recognize that living things in bodies of water are affected by the location and depth of the water.</li> <li>• <a href="#">SC.912.L.17.Pa.1</a>: Recognize common living things in bodies of water.</li> </ul>
<p><a href="#">SC.912.L.17.4</a>:</p>	<p>Describe changes in ecosystems resulting from seasonal variations, climate change and succession.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.2</a>: Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators.</li> <li>• <a href="#">SC.912.L.17.Su.2</a>: Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate.</li> <li>• <a href="#">SC.912.L.17.Pa.2</a>: Recognize what happens to plants and animals when they don't get enough food or water.</li> </ul>

<p><a href="#"><u>SC.912.L.17.11:</u></a></p>	<p>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.L.17.In.7:</u></a> Identify types of renewable and nonrenewable natural resources and explain the need for conservation.</li> <li>• <a href="#"><u>SC.912.L.17.Su.7:</u></a> Identify a way to conserve a familiar, nonrenewable, natural resource.</li> <li>• <a href="#"><u>SC.912.L.17.Pa.6:</u></a> Recognize the importance of clean water for living things.</li> </ul>
<p><a href="#"><u>SC.912.L.18.7:</u></a></p>	<p>Identify the reactants, products, and basic functions of photosynthesis.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.L.18.In.2:</u></a> Identify the products and function of photosynthesis.</li> <li>• <a href="#"><u>SC.912.L.18.Su.2:</u></a> Recognize that the function of photosynthesis is to produce food for plants.</li> <li>• <a href="#"><u>SC.912.L.18.Pa.2:</u></a> Recognize that plants need water, light, and air to grow.</li> </ul>
<p><a href="#"><u>SC.912.N.1.1:</u></a></p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> <li>1. pose questions about the natural world,</li> <li>2. conduct systematic observations,</li> <li>3. examine books and other sources of information to see what is already known,</li> <li>4. review what is known in light of empirical evidence,</li> <li>5. plan investigations,</li> <li>6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),</li> <li>7. pose answers, explanations, or descriptions of events,</li> <li>8. generate explanations that explicate or describe natural phenomena (inferences),</li> </ol>

9. use appropriate evidence and reasoning to justify these explanations to others,
10. communicate results of scientific investigations, and
11. evaluate the merits of the explanations produced by others.

**Access Points:**

- [SC.912.N.1.In.1](#): Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- [SC.912.N.1.Su.1](#): Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- [SC.912.N.1.Pa.1](#): Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

**[SC.912.N.1.2](#):**

Describe and explain what characterizes science and its methods.

**Access Points:**

- [SC.912.N.1.In.2](#): Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
- [SC.912.N.1.Su.2](#): Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
- [SC.912.N.1.Pa.2](#): Recognize a process used in science to solve

	<p>problems, such as observing, following procedures, and recognizing results.</p>
<p><a href="#"><u>SC.912.N.1.4:</u></a></p>	<p>Identify sources of information and assess their reliability according to the strict standards of scientific investigation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.N.1.In.1:</u></a> Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.</li> <li>• <a href="#"><u>SC.912.N.1.Su.1:</u></a> Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.</li> <li>• <a href="#"><u>SC.912.N.1.Pa.1:</u></a> Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.</li> </ul>
<p><a href="#"><u>SC.912.N.1.7:</u></a></p>	<p>Recognize the role of creativity in constructing scientific questions, methods and explanations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.N.1.In.4:</u></a> Identify that scientists use many different methods in conducting their research.</li> <li>• <a href="#"><u>SC.912.N.1.Su.4:</u></a> Recognize that scientists use a variety of methods to get answers to their research questions.</li> <li>• <a href="#"><u>SC.912.N.1.Pa.4:</u></a> Recognize that people try different ways to complete a task when the first one does not work.</li> </ul>

<p><a href="#"><u>SC.912.N.3.2:</u></a></p>	<p>Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.N.3.In.1:</u></a> Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#"><u>SC.912.N.3.Su.1:</u></a> Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#"><u>SC.912.N.3.Pa.1:</u></a> Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#"><u>SC.912.N.3.3:</u></a></p>	<p>Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.N.3.In.2:</u></a> Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.</li> <li>• <a href="#"><u>SC.912.N.3.Su.2:</u></a> Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.</li> <li>• <a href="#"><u>SC.912.N.3.Pa.1:</u></a> Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#"><u>SC.912.N.3.4:</u></a></p>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.N.3.In.1:</u></a> Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#"><u>SC.912.N.3.In.2:</u></a> Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.</li> <li>• <a href="#"><u>SC.912.N.3.Su.2:</u></a> Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.</li> <li>• <a href="#"><u>SC.912.N.3.Su.1:</u></a> Recognize that scientific theories are</li> </ul>

	<p>supported by evidence and agreement of many scientists.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.5</a>:</p>	<p>Describe the function of models in science, and identify the wide range of models used in science.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.3</a>: Identify ways models are used in the study of science.</li> <li>• <a href="#">SC.912.N.3.Su.3</a>: Recognize ways models are used in the study of science.</li> <li>• <a href="#">SC.912.N.3.Pa.2</a>: Recognize a model used in the context of one’s own study of science.</li> </ul>
<p><a href="#">SC.912.P.10.1</a>:</p>	<p>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.1</a>: Identify examples of energy being transformed from one form to another (conserved quantity).</li> <li>• <a href="#">SC.912.P.10.Su.1</a>: Recognize energy transformations that occur in everyday life, such as solar energy to electricity.</li> <li>• <a href="#">SC.912.P.10.Pa.1</a>: Observe and recognize examples of the transformation of electrical energy to light and heat.</li> </ul>
<p><a href="#">SC.912.P.10.4</a>:</p>	<p>Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.3</a>: Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.</li> <li>• <a href="#">SC.912.P.10.Su.3</a>: Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.Pa.3</a>: Recognize the source and recipient of heat transfer.</li> </ul>
<p><a href="#">SC.912.P.10.7</a>:</p>	<p>Distinguish between endothermic and exothermic chemical processes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.4</a>: Describe a process that gives off heat (exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil.</li> <li>• <a href="#">SC.912.P.10.Su.4</a>: Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil.</li> <li>• <a href="#">SC.912.P.10.Pa.4</a>: Identify materials that provide protection (insulation) from heat.</li> </ul>
<p><a href="#">SC.912.P.10.20</a>:</p>	<p>Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.9</a>: Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.</li> <li>• <a href="#">SC.912.P.10.Su.10</a>: Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.</li> <li>• <a href="#">SC.912.P.10.Pa.10</a>: Recognize primary and secondary colors in visible light.</li> </ul>
<p><a href="#">SC.912.P.12.3</a>:</p>	<p>Interpret and apply Newton's three laws of motion.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.12.In.3</a>: Recognize various situations that show Newton's third law of motion: for every action there is an equal and opposite reaction.</li> <li>• <a href="#">SC.912.P.12.Su.3</a>: Recognize the action and reaction in a situation that show Newton's third law of motion: for every</li> </ul>



	<p>action there is an equal and opposite reaction.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.12.Pa.3</a>: Identify the source of the force moving an object.</li> </ul>
<p><a href="#">SC.912.P.8.1</a>:</p>	<p>Differentiate among the four states of matter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.1</a>: Classify states of matter as solid, liquid, and gaseous.</li> <li>• <a href="#">SC.912.P.8.Su.1</a>: Identify examples of states of matter as solid, liquid, and gaseous.</li> <li>• <a href="#">SC.912.P.8.Pa.1</a>: Select an example of a common solid, liquid, and gas.</li> </ul>
<p><a href="#">SC.912.P.8.2</a>:</p>	<p>Differentiate between physical and chemical properties and physical and chemical changes of matter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.2</a>: Compare characteristics of physical and chemical changes of matter.</li> <li>• <a href="#">SC.912.P.8.Su.2</a>: Identify examples of physical and chemical changes.</li> <li>• <a href="#">SC.912.P.8.Pa.2</a>: Recognize a common chemical change, such as cooking, burning, rusting, or decaying.</li> </ul>
<p><a href="#">SC.912.P.8.3</a>:</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.3</a>: Identify the nucleus as the center of an atom.</li> <li>• <a href="#">SC.912.P.8.Su.3</a>: Recognize that atoms are tiny particles in materials, too small to see.</li> <li>• <a href="#">SC.912.P.8.Pa.3</a>: Recognize that the parts of an object can be put together to make a whole.</li> </ul>
<p><a href="#">SC.912.P.8.4</a>:</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons</p>

	<p>and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.3</a>: Identify the nucleus as the center of an atom.</li> <li>• <a href="#">SC.912.P.8.Su.3</a>: Recognize that atoms are tiny particles in materials, too small to see.</li> <li>• <a href="#">SC.912.P.8.Pa.3</a>: Recognize that the parts of an object can be put together to make a whole.</li> </ul>
<p><a href="#">SC.912.P.8.5</a>:</p>	<p>Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.4</a>: Recognize that the periodic table includes all known elements.</li> <li>• <a href="#">SC.912.P.8.Su.4</a>: Recognize examples of common elements, such as oxygen and hydrogen.</li> <li>• <a href="#">SC.912.P.8.Pa.3</a>: Recognize that the parts of an object can be put together to make a whole.</li> </ul>
<p><a href="#">SC.912.P.8.7</a>:</p>	<p>Interpret formula representations of molecules and compounds in terms of composition and structure.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.6</a>: Identify formulas for common compounds, such as H<sub>2</sub>O and CO<sub>2</sub>.</li> <li>• <a href="#">SC.912.P.8.Su.6</a>: Match common chemical formulas to their common name, such as H<sub>2</sub>O to water.</li> <li>• <a href="#">SC.912.P.8.Pa.4</a>: Match common compounds to their names or communication symbols.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (46)

<b>Anatomy:</b>	The scientific study of the shape and structure of organisms and their parts.
<b>Aquatic:</b>	In or on the water
<b>Atmosphere:</b>	The layers of gas that surround Earth, other planets, or stars.
<b>Atom:</b>	The smallest unit of a chemical element that can still retain the properties of that element.
<b>Big Bang Theory:</b>	A cosmological theory holding that the universe originated approximately 20 billion years ago from the violent explosion of a very small agglomeration of matter of extremely high density and temperature.
<b>Biosphere:</b>	The part of the earth and its atmosphere in which living organisms exist or that is capable of supporting life.
<b>Cell:</b>	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
<b>Chemical change:</b>	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
<b>Compound:</b>	A substance made up of at least two different elements held together by chemical bonds that can only be broken down into elements by chemical processes.
<b>Conduction:</b>	The transmission of heat through a medium and without the motion of the medium.
<b>Convection:</b>	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
<b>Electromagnetic spectrum:</b>	The entire range of electromagnetic radiation. At one end of the spectrum are gamma rays, which have the shortest wavelengths and high frequencies. At the other end are radio waves, which have the longest wavelengths and low frequencies. Visible light is near the center of the spectrum.
<b>Electron:</b>	A stable elementary particle in the lepton family having a mass at rest of $9.107 \times 10^{-28}$ grams and an electric charge of approximately $-1.602 \times 10^{-19}$ coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.

<b>Embryology:</b>	The branch of biology that deals with the formation, early growth, and development of living organisms.
<b>Energy:</b>	The capacity to do work.
<b>Evolution :</b>	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
<b>Force:</b>	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
<b>Fossil:</b>	A whole or part of an organism that has been preserved in sedimentary rock.
<b>Geosphere:</b>	The solid part of the earth consisting of the crust and outer mantle.
<b>Heat:</b>	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
<b>Hydrosphere:</b>	All of the Earth's water, including surface water (water in oceans, lakes, and rivers), groundwater (water in soil and beneath the Earth's surface), snowcover, ice, and water in the atmosphere, including water vapor.
<b>Inference :</b>	The act of reasoning from factual knowledge or evidence.
<b>Investigation :</b>	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
<b>Law :</b>	A statement that describes invariable relationships among phenomena under a specified set of conditions.
<b>Light:</b>	Electromagnetic radiation that lies within the visible range.
<b>Mass:</b>	The amount of matter an object contains.
<b>Matter:</b>	Substance that possesses inertia and occupies space, of which all objects are constituted.
<b>Membrane:</b>	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
<b>Model :</b>	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.

<b>Molecule:</b>	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
<b>Motion:</b>	The act or process of changing position and/or direction.
<b>Neutron:</b>	A subatomic particle having zero charge, found in the nucleus of an atom.
<b>Nonrenewable resource:</b>	A resource that can only be replenished over millions of years.
<b>Observation :</b>	What one has observed using senses or instruments.
<b>Organ:</b>	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
<b>Organism:</b>	An individual form of life of one or more cells that maintains various vital processes necessary for life.
<b>Periodic table:</b>	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
<b>Photosynthesis:</b>	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
<b>Plate tectonics:</b>	Theory of global dynamics in which Earth's crust is divided into a smaller number of large, rigid plates whose movements cause seismic activity along their borders.
<b>Proton:</b>	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
<b>Radiation:</b>	Emission of energy in the form of rays or waves.
<b>Space:</b>	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
<b>Sun:</b>	The closest star to Earth and the center of our solar system.
<b>Theory :</b>	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
<b>Tide:</b>	The regular rise and fall in the surface level of the Earth's oceans, seas, and bays caused by the gravitational attraction of the Moon and to a lesser extent of the Sun.

**Tissue:**

Similar cells acting to perform a specific function.



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# Course: 7920020 Access Earth/Space Science

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1769.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	7920020
<b>Course Title:</b>	Access Earth/Space Science
<b>Course Abbreviated Title:</b>	Access Earth/Space Science
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
<b>Number of Credits:</b>	Course may be taken for up to two credits
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Requires Highly Qualified Teacher(HQT)?</b>	Yes
<b>Class Size?</b>	Yes
<b>No Child Left Behind (NCLB)?</b>	Yes
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(43) Supported(44) Participatory(34)**

<b><a href="#">SC.912.E.5.1:</a></b>	Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the
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	<p>universe.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.1</a>: Recognize that the Milky Way is part of the expanding universe.</li> <li>• <a href="#">SC.912.E.5.Su.1</a>: Recognize that the universe consists of many galaxies, including the Milky Way.</li> <li>• <a href="#">SC.912.E.5.Pa.1</a>: Recognize that when objects move away from each other, the distance between them expands.</li> </ul>
<p><a href="#">SC.912.E.5.2</a>:</p>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.1</a>: Recognize that the Milky Way is part of the expanding universe.</li> <li>• <a href="#">SC.912.E.5.Su.1</a>: Recognize that the universe consists of many galaxies, including the Milky Way.</li> <li>• <a href="#">SC.912.E.5.Pa.1</a>: Recognize that when objects move away from each other, the distance between them expands.</li> </ul>
<p><a href="#">SC.912.E.5.3</a>:</p>	<p>Describe and predict how the initial mass of a star determines its evolution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.2</a>: Identify stars as giant masses of burning gases that are changing.</li> <li>• <a href="#">SC.912.E.5.Su.2</a>: Recognize that stars are made of burning gases.</li> <li>• <a href="#">SC.912.E.5.Pa.2</a>: Recognize that stars are bright.</li> </ul>
<p><a href="#">SC.912.E.5.4</a>:</p>	<p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.3</a>: Describe the Sun as a medium-sized star with sunspots and storms that can affect weather and radio</li> </ul>



	<p>transmissions on Earth.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.Su.3</a>: Describe observable effects of the Sun on Earth, such as changes in light and temperature.</li> <li>• <a href="#">SC.912.E.5.Pa.3</a>: Observe and recognize effects of the Sun on Earth, such as temperature changes.</li> </ul>
<p><a href="#">SC.912.E.5.5:</a></p>	<p>Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.4</a>: Recognize that there are other planetary systems in the universe besides the Solar System.</li> <li>• <a href="#">SC.912.E.5.Su.4</a>: Recognize that there are planetary systems in the Universe.</li> <li>• <a href="#">SC.912.E.5.Pa.4</a>: Recognize that Earth is a planet.</li> </ul>
<p><a href="#">SC.912.E.5.6:</a></p>	<p>Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.7</a>: Recognize a lunar eclipse, a solar eclipse, and the effect of the Moon on tides on Earth.</li> <li>• <a href="#">SC.912.E.5.Su.5</a>: Recognize an eclipse.</li> <li>• <a href="#">SC.912.E.5.Pa.3</a>: Observe and recognize effects of the Sun on Earth, such as temperature changes.</li> </ul>
<p><a href="#">SC.912.E.5.7:</a></p>	<p>Relate the history of and explain the justification for future space exploration and continuing technology development.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.6</a>: Identify major contributions and research from space exploration that affected Florida's economy and culture.</li> <li>• <a href="#">SC.912.E.5.Su.6</a>: Identify major contributions related to space exploration that affected Florida.</li> <li>• <a href="#">SC.912.E.5.Pa.5</a>: Recognize items, such as freeze-dried food</li> </ul>

	<p>and space blankets, developed because of space exploration.</p>
<p><a href="#">SC.912.E.5.8:</a></p>	<p>Connect the concepts of radiation and the electromagnetic spectrum to the use of historical and newly-developed observational tools.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.5:</a> Identify tools that use different types of radiation, such as radio waves, ultraviolet radiation, and infrared waves.</li> <li>• <a href="#">SC.912.E.5.Su.7:</a> Recognize examples of tools that use radiation for observation purposes, such as x-rays and infrared night goggles.</li> <li>• <a href="#">SC.912.E.5.Pa.6:</a> Recognize a tool that uses radiation for personal reasons, such as x-rays.</li> </ul>
<p><a href="#">SC.912.E.5.9:</a></p>	<p>Analyze the broad effects of space exploration on the economy and culture of Florida.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.Su.6:</a> Identify major contributions related to space exploration that affected Florida.</li> <li>• <a href="#">SC.912.E.5.Pa.5:</a> Recognize items, such as freeze-dried food and space blankets, developed because of space exploration.</li> </ul>
<p><a href="#">SC.912.E.6.1:</a></p>	<p>Describe and differentiate the layers of Earth and the interactions among them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.6.In.1:</a> Describe the three layers of Earth (core, mantle, and crust).</li> <li>• <a href="#">SC.912.E.6.Su.1:</a> Recognize the three layers of Earth (core, mantle, and crust).</li> <li>• <a href="#">SC.912.E.6.Pa.1:</a> Identify a surface feature of Earth, such as a hill.</li> </ul>
<p><a href="#">SC.912.E.6.2:</a></p>	<p>Connect surface features to surface processes that are responsible for their formation.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.6.In.2</a>: Describe examples of surface features, such as glaciers, valleys, canyons, and dried riverbeds, which are caused by wind and erosion (surface processes).</li> <li>• <a href="#">SC.912.E.6.Su.2</a>: Identify types of surface features, such as hills and valleys.</li> <li>• <a href="#">SC.912.E.6.Pa.1</a>: Identify a surface feature of Earth, such as a hill.</li> </ul>
<p><a href="#">SC.912.E.6.3</a>:</p>	<p>Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.6.In.3</a>: Relate a cause and effect of movements in Earth’s crust (plate tectonics), such as fault lines in the plates causing earthquakes.</li> <li>• <a href="#">SC.912.E.6.Su.3</a>: Recognize that Earth’s crust is broken into parts (plates) that move and cause mountains and volcanoes.</li> <li>• <a href="#">SC.912.E.6.Pa.2</a>: Recognize that the surface of Earth can change.</li> </ul>
<p><a href="#">SC.912.E.6.4</a>:</p>	<p>Analyze how specific geologic processes and features are expressed in Florida and elsewhere.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.6.In.4</a>: Identify natural geological processes that change the land and water in Florida, including beach erosion and sinkholes.</li> <li>• <a href="#">SC.912.E.6.Su.4</a>: Recognize examples of natural changes to Florida’s land and water, such as beach erosion.</li> <li>• <a href="#">SC.912.E.6.Pa.2</a>: Recognize that the surface of Earth can change.</li> </ul>
<p><a href="#">SC.912.E.7.1</a>:</p>	<p>Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.1</a>: Identify cycles that occur on Earth, such as</li> </ul>

	<p>the water and carbon cycles, and the role energy plays in them.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.Su.1</a>: Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.</li> <li>• <a href="#">SC.912.E.7.Pa.1</a>: Recognize that clouds release rain (part of the water cycle).</li> </ul>
<p><a href="#">SC.912.E.7.2</a>:</p>	<p>Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.2</a>: Recognize that there are circular movements of ocean water (surface and deep-water currents) which move cold water from the poles toward the tropics and vice versa.</li> <li>• <a href="#">SC.912.E.7.Su.2</a>: Recognize that currents move the ocean water around Earth.</li> <li>• <a href="#">SC.912.E.7.Pa.2</a>: Recognize waves in the ocean.</li> </ul>
<p><a href="#">SC.912.E.7.3</a>:</p>	<p>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.3</a>: Describe the interactions among the atmosphere, hydrosphere, and biosphere, including how air, water, and land support living things and how air temperature affects water and land temperatures.</li> <li>• <a href="#">SC.912.E.7.Su.3</a>: Recognize components of the atmosphere, the hydrosphere, and the biosphere.</li> <li>• <a href="#">SC.912.E.7.Pa.3</a>: Recognize that humans, plants, and animals live on the Earth (biosphere).</li> </ul>
<p><a href="#">SC.912.E.7.4</a>:</p>	<p>Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.4</a>: Describe variations in climate due to geological locations, such as on mountains and the nearness to large bodies of water.</li> <li>• <a href="#">SC.912.E.7.Su.4</a>: Identify the climate conditions in different parts of the world.</li> <li>• <a href="#">SC.912.E.7.Pa.4</a>: Recognize that weather (climate) is different in different locations.</li> </ul>
<a href="#">SC.912.E.7.5:</a>	<p>Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.5</a>: Identify weather conditions using weather data and weather maps.</li> <li>• <a href="#">SC.912.E.7.Su.5</a>: Identify weather conditions, including temperature, wind speed, and humidity.</li> <li>• <a href="#">SC.912.E.7.Pa.5</a>: Recognize the weather conditions, including severe weather, in Florida.</li> </ul>
<a href="#">SC.912.E.7.6:</a>	<p>Relate the formation of severe weather to the various physical factors.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.6</a>: Compare weather conditions in different types of severe storms, including hurricanes, tornadoes, and thunderstorms.</li> <li>• <a href="#">SC.912.E.7.Su.6</a>: Recognize conditions in severe storms, such as hurricanes, tornadoes, and thunderstorms.</li> <li>• <a href="#">SC.912.E.7.Pa.5</a>: Recognize the weather conditions, including severe weather, in Florida.</li> </ul>
<a href="#">SC.912.E.7.7:</a>	<p>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.7</a>: Recognize that global climate change is related to conditions in the atmosphere and oceans.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.Su.7</a>: Recognize that global climate change occurs over a long period of time.</li> <li>• <a href="#">SC.912.E.7.Pa.4</a>: Recognize that weather (climate) is different in different locations.</li> </ul>
<a href="#">SC.912.E.7.8</a> :	<p>Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.8</a>: Describe how atmospheric and hydrologic conditions, such as hurricanes, drought, wildfires, and sinkholes, affect human behavior.</li> <li>• <a href="#">SC.912.E.7.Su.8</a>: Identify how weather and water conditions affect humans in Florida.</li> <li>• <a href="#">SC.912.E.7.Pa.5</a>: Recognize the weather conditions, including severe weather, in Florida.</li> </ul>
<a href="#">SC.912.E.7.9</a> :	<p>Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.7.In.9</a>: Recognize that the ocean absorbs most of the solar energy reaching Earth and loses heat primarily by evaporation.</li> <li>• <a href="#">SC.912.E.7.Su.9</a>: Recognize that the ocean absorbs heat from the Sun and then warms the air.</li> <li>• <a href="#">SC.912.E.7.Pa.6</a>: Recognize that the Sun heats the water in the ocean.</li> </ul>
<a href="#">SC.912.L.15.1</a> :	<p>Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.1</a>: Identify that prehistoric plants and animals changed over time (evolved) or became extinct.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.Su.1</a>: Match fossils to related species.</li> <li>• <a href="#">SC.912.L.15.Pa.1</a>: Recognize that plants and animals change as they age.</li> </ul>
<p><a href="#">SC.912.L.15.8</a>:</p>	<p>Describe the scientific explanations of the origin of life on Earth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.3</a>: Identify that there are scientific explanations of the origin of life on Earth.</li> <li>• <a href="#">SC.912.L.15.Su.3</a>: Recognize that there are scientific explanations of how life began.</li> <li>• <a href="#">SC.912.L.15.Pa.1</a>: Recognize that plants and animals change as they age.</li> </ul>
<p><a href="#">SC.912.N.1.1</a>:</p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> <li>1. pose questions about the natural world,</li> <li>2. conduct systematic observations,</li> <li>3. examine books and other sources of information to see what is already known,</li> <li>4. review what is known in light of empirical evidence,</li> <li>5. plan investigations,</li> <li>6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),</li> <li>7. pose answers, explanations, or descriptions of events,</li> <li>8. generate explanations that explicate or describe natural phenomena (inferences),</li> <li>9. use appropriate evidence and reasoning to justify these explanations to others,</li> <li>10. communicate results of scientific investigations, and</li> <li>11. evaluate the merits of the explanations produced by others.</li> </ol> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.1</a>: Identify a problem based on a specific body</li> </ul>

	<p>of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.Su.1</a>: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.</li> <li>• <a href="#">SC.912.N.1.Pa.1</a>: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.</li> </ul>
<p><a href="#">SC.912.N.1.2</a>:</p>	<p>Describe and explain what characterizes science and its methods.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.2</a>: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.</li> <li>• <a href="#">SC.912.N.1.Su.2</a>: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.</li> <li>• <a href="#">SC.912.N.1.Pa.2</a>: Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.</li> </ul>
<p><a href="#">SC.912.N.1.3</a>:</p>	<p>Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.2</a>: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.</li> <li>• <a href="#">SC.912.N.1.Su.2</a>: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.</li> <li>• <a href="#">SC.912.N.1.Pa.2</a>: Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.</li> </ul>
<p><a href="#">SC.912.N.1.4</a>:</p>	<p>Identify sources of information and assess their reliability according to the strict standards of scientific investigation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.1</a>: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.</li> <li>• <a href="#">SC.912.N.1.Su.1</a>: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.</li> <li>• <a href="#">SC.912.N.1.Pa.1</a>: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.</li> </ul>
<p><a href="#">SC.912.N.1.5</a>:</p>	<p>Describe and provide examples of how similar investigations</p>

	<p>conducted in many parts of the world result in the same outcome.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.3</a>: Identify that scientific investigations are sometimes repeated in different locations.</li> <li>• <a href="#">SC.912.N.1.Su.3</a>: Recognize that scientific investigations can be repeated in different locations.</li> <li>• <a href="#">SC.912.N.1.Pa.3</a>: Recognize that when a variety of common activities are repeated the same way, the outcomes are the same.</li> </ul>
<p><a href="#">SC.912.N.1.6</a>:</p>	<p>Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.1</a>: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.</li> <li>• <a href="#">SC.912.N.1.Su.1</a>: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.</li> <li>• <a href="#">SC.912.N.1.Pa.1</a>: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.</li> </ul>
<p><a href="#">SC.912.N.1.7</a>:</p>	<p>Recognize the role of creativity in constructing scientific questions, methods and explanations.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.4</a>: Identify that scientists use many different methods in conducting their research.</li> <li>• <a href="#">SC.912.N.1.Su.4</a>: Recognize that scientists use a variety of methods to get answers to their research questions.</li> <li>• <a href="#">SC.912.N.1.Pa.4</a>: Recognize that people try different ways to complete a task when the first one does not work.</li> </ul>
<p><a href="#">SC.912.N.2.1</a>:</p>	<p>Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.1</a>: Identify examples of investigations that involve science.</li> <li>• <a href="#">SC.912.N.2.Su.1</a>: Identify questions that can be answered by science.</li> <li>• <a href="#">SC.912.N.2.Pa.1</a>: Recognize an example of work by scientists.</li> </ul>
<p><a href="#">SC.912.N.2.2</a>:</p>	<p>Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.2</a>: Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information.</li> <li>• <a href="#">SC.912.N.2.Su.1</a>: Identify questions that can be answered by science.</li> <li>• <a href="#">SC.912.N.2.Pa.1</a>: Recognize an example of work by scientists.</li> </ul>
<p><a href="#">SC.912.N.2.3</a>:</p>	<p>Identify examples of pseudoscience (such as astrology, phrenology) in society.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.2</a>: Distinguish between questions that can be</li> </ul>

	<p>answered by science and observable information and questions that can't be answered by science and observable information.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.Su.1</a>: Identify questions that can be answered by science.</li> <li>• <a href="#">SC.912.N.2.Pa.1</a>: Recognize an example of work by scientists.</li> </ul>
<p><a href="#">SC.912.N.2.4</a>:</p>	<p>Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.3</a>: Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.</li> <li>• <a href="#">SC.912.N.2.Su.2</a>: Recognize that what is known about science can change based on new information.</li> <li>• <a href="#">SC.912.N.2.Pa.2</a>: Recognize a variety of cause-effect relationships related to science.</li> </ul>
<p><a href="#">SC.912.N.2.5</a>:</p>	<p>Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.4</a>: Identify major contributions of scientists.</li> <li>• <a href="#">SC.912.N.2.Su.3</a>: Recognize major contributions of scientists.</li> <li>• <a href="#">SC.912.N.2.Pa.1</a>: Recognize an example of work by scientists.</li> </ul>
<p><a href="#">SC.912.N.3.1</a>:</p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents</p>

	<p>the most powerful explanation scientists have to offer.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.1</a>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#">SC.912.N.3.Su.1</a>: Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.2</a>:</p>	<p>Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.1</a>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#">SC.912.N.3.Su.1</a>: Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.3</a>:</p>	<p>Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.2</a>: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Su.2</a>: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.4</a>:</p>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well</p>

	<p>supported descriptions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.1</a>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#">SC.912.N.3.In.2</a>: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Su.2</a>: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Su.1</a>: Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.5</a>:</p>	<p>Describe the function of models in science, and identify the wide range of models used in science.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.3</a>: Identify ways models are used in the study of science.</li> <li>• <a href="#">SC.912.N.3.Su.3</a>: Recognize ways models are used in the study of science.</li> <li>• <a href="#">SC.912.N.3.Pa.2</a>: Recognize a model used in the context of one’s own study of science.</li> </ul>
<p><a href="#">SC.912.N.4.1</a>:</p>	<p>Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.4.In.1</a>: Identify ways scientific knowledge and problem solving benefit people.</li> <li>• <a href="#">SC.912.N.4.Su.1</a>: Recognize ways scientific knowledge and problem solving benefit people.</li> <li>• <a href="#">SC.912.N.4.Pa.1</a>: Recognize science information that helps people.</li> </ul>

<p><a href="#"><u>SC.912.P.10.4:</u></a></p>	<p>Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.3:</u></a> Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.</li> <li>• <a href="#"><u>SC.912.P.10.Su.3:</u></a> Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).</li> <li>• <a href="#"><u>SC.912.P.10.Pa.3:</u></a> Recognize the source and recipient of heat transfer.</li> </ul>
<p><a href="#"><u>SC.912.P.10.10:</u></a></p>	<p>Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.5:</u></a> Identify fundamental forces, including gravitational and electromagnetic.</li> <li>• <a href="#"><u>SC.912.P.10.Su.6:</u></a> Recognize fundamental forces, such as gravitational.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.6:</u></a> Recognize that an object falls unless stopped (gravity).</li> </ul>
<p><a href="#"><u>SC.912.P.10.11:</u></a></p>	<p>Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.6:</u></a> Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.</li> <li>• <a href="#"><u>SC.912.P.10.Su.5:</u></a> Recognize that nuclear power plants generate electricity and can be dangerous.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.5:</u></a> Recognize the universal symbols for radioactive and other hazardous materials.</li> </ul>

<p><a href="#"><u>SC.912.P.10.16:</u></a></p>	<p>Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.5:</u></a> Identify fundamental forces, including gravitational and electromagnetic.</li> <li>• <a href="#"><u>SC.912.P.10.Su.9:</u></a> Observe and identify the effects of magnetic attraction on iron.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.9:</u></a> Recognize how magnets are used in real-world situations.</li> </ul>
<p><a href="#"><u>SC.912.P.10.18:</u></a></p>	<p>Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.9:</u></a> Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.</li> <li>• <a href="#"><u>SC.912.P.10.Su.10:</u></a> Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.10:</u></a> Recognize primary and secondary colors in visible light.</li> </ul>
<p><a href="#"><u>SC.912.P.10.20:</u></a></p>	<p>Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.9:</u></a> Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.</li> <li>• <a href="#"><u>SC.912.P.10.Su.10:</u></a> Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.10:</u></a> Recognize primary and secondary colors</li> </ul>



	<p>in visible light.</p>
<p><a href="#">SC.912.P.12.2:</a></p>	<p>Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.12.In.2:</a> Identify acceleration as a change in speed or direction.</li> <li>• <a href="#">SC.912.P.12.Su.2:</a> Recognize that acceleration generally involves a change in speed.</li> <li>• <a href="#">SC.912.P.12.Pa.2:</a> Identify the speed and direction of a moving object, including fast and slow, up and down, round and round, straight line.</li> </ul>
<p><a href="#">SC.912.P.12.4:</a></p>	<p>Describe how the gravitational force between two objects depends on their masses and the distance between them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.12.In.4:</a> Identify examples of how gravity attracts other objects, such as people to Earth or orbits of planets in the Solar System.</li> <li>• <a href="#">SC.912.P.12.Su.4:</a> Identify that gravity is a force that attracts objects.</li> <li>• <a href="#">SC.912.P.12.Pa.4:</a> Recognize that things fall down toward Earth unless stopped or held up (gravity).</li> </ul>
<p><a href="#">SC.912.P.12.7:</a></p>	<p>Recognize that nothing travels faster than the speed of light in vacuum which is the same for all observers no matter how they or the light source are moving.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.12.In.5:</a> Recognize that the speed of light is always the same.</li> <li>• <a href="#">SC.912.P.12.Su.5:</a> Recognize that light travels very fast.</li> <li>• <a href="#">SC.912.P.12.Pa.5:</a> Recognize ways to stop light from traveling, such as closing a door.</li> </ul>

<p><a href="#"><u>SC.912.P.8.1:</u></a></p>	<p>Differentiate among the four states of matter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.8.In.1:</u></a> Classify states of matter as solid, liquid, and gaseous.</li> <li>• <a href="#"><u>SC.912.P.8.Su.1:</u></a> Identify examples of states of matter as solid, liquid, and gaseous.</li> <li>• <a href="#"><u>SC.912.P.8.Pa.1:</u></a> Select an example of a common solid, liquid, and gas.</li> </ul>
<p><a href="#"><u>SC.912.P.8.4:</u></a></p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.8.In.3:</u></a> Identify the nucleus as the center of an atom.</li> <li>• <a href="#"><u>SC.912.P.8.Su.3:</u></a> Recognize that atoms are tiny particles in materials, too small to see.</li> <li>• <a href="#"><u>SC.912.P.8.Pa.3:</u></a> Recognize that the parts of an object can be put together to make a whole.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (51)

<p><b>Acceleration:</b></p>	<p>Rate of change in velocity, usually expressed in meters per second per second; involves an increase or decrease in speed and/or a change in direction.</p>
<p><b>Anatomy:</b></p>	<p>The scientific study of the shape and structure of organisms and their parts.</p>
<p><b>Atmosphere:</b></p>	<p>The layers of gas that surround Earth, other planets, or stars.</p>
<p><b>Atom:</b></p>	<p>The smallest unit of a chemical element that can still retain the properties of that element.</p>

<b>Big Bang Theory:</b>	A cosmological theory holding that the universe originated approximately 20 billion years ago from the violent explosion of a very small agglomeration of matter of extremely high density and temperature.
<b>Biosphere:</b>	The part of the earth and its atmosphere in which living organisms exist or that is capable of supporting life.
<b>Conduction:</b>	The transmission of heat through a medium and without the motion of the medium.
<b>Convection:</b>	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
<b>Current :</b>	The amount of electric charge flowing past a specified circuit point per unit time.
<b>Electric field:</b>	A region associated with a distribution of electric charge or a varying magnetic field in which forces due to that charge or field act upon other electric charges.
<b>Electromagnetic spectrum:</b>	The entire range of electromagnetic radiation. At one end of the spectrum are gamma rays, which have the shortest wavelengths and high frequencies. At the other end are radio waves, which have the longest wavelengths and low frequencies. Visible light is near the center of the spectrum.
<b>Electron:</b>	A stable elementary particle in the lepton family having a mass at rest of $9.107 \times 10^{-28}$ grams and an electric charge of approximately $-1.602 \times 10^{-19}$ coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
<b>Embryology:</b>	The branch of biology that deals with the formation, early growth, and development of living organisms.
<b>Energy:</b>	The capacity to do work.
<b>Equator :</b>	An imaginary circle around Earth's surface located between the poles and a plane perpendicular to its axis of rotation that divides it into the Northern and Southern Hemispheres.
<b>Evolution :</b>	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
<b>Fission :</b>	The process by which an atomic nucleus splits into two or more large fragments of comparable mass, simultaneously producing additional

	neutrons and vast amounts of energy; or, a process by which single-cell organisms reproduce asexually.
<b>Force:</b>	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
<b>Fossil:</b>	A whole or part of an organism that has been preserved in sedimentary rock.
<b>Frame of reference:</b>	A set of coordinate axes in terms of which position or movement may be specified or with reference to which physical laws may be mathematically stated.
<b>Frequency:</b>	The number of cycles or waves per unit time.
<b>Fusion :</b>	The process by which two lighter atomic nuclei combine at extremely high temperatures to form a heavier nucleus and release vast amounts of energy.
<b>Geosphere:</b>	The solid part of the earth consisting of the crust and outer mantle.
<b>Heat:</b>	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
<b>Hydrosphere:</b>	All of the Earth's water, including surface water (water in oceans, lakes, and rivers), groundwater (water in soil and beneath the Earth's surface), snowcover, ice, and water in the atmosphere, including water vapor.
<b>Inference :</b>	The act of reasoning from factual knowledge or evidence.
<b>Investigation :</b>	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
<b>Law :</b>	A statement that describes invariable relationships among phenomena under a specified set of conditions.
<b>Light:</b>	Electromagnetic radiation that lies within the visible range.
<b>Magnetic field:</b>	The region where magnetic force exists around magnets or electric currents.
<b>Mass:</b>	The amount of matter an object contains.
<b>Matter:</b>	Substance that possesses inertia and occupies space, of which all objects are constituted.
<b>Model :</b>	A systematic description of an object or phenomenon that shares

	important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
<b>Moon:</b>	A natural satellite that revolves around a planet.
<b>Motion:</b>	The act or process of changing position and/or direction.
<b>Neutron:</b>	A subatomic particle having zero charge, found in the nucleus of an atom.
<b>Nuclear reaction:</b>	A process, such as fission, fusion, or radioactive decay, in which the structure of an atomic nucleus is altered through release of energy or mass or by being broken apart.
<b>Observation :</b>	What one has observed using senses or instruments.
<b>Plate tectonics:</b>	Theory of global dynamics in which Earth's crust is divided into a smaller number of large, rigid plates whose movements cause seismic activity along their borders.
<b>Pole:</b>	Either of the points at which the Earth's axis of rotation intersects the Earth's surface; the North Pole or South Pole.
<b>Proton:</b>	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
<b>Radiation:</b>	Emission of energy in the form of rays or waves.
<b>Scientist:</b>	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
<b>Solar system:</b>	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
<b>Space:</b>	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
<b>Speed of light:</b>	A fundamental physical constant that is the speed at which electromagnetic radiation propagates in a vacuum and that has a value fixed by international convention of 299,792,458 meters per second.
<b>Sun:</b>	The closest star to Earth and the center of our solar system.
<b>Theory :</b>	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.

<b>Vacuum:</b>	A space empty of matter.
<b>Velocity:</b>	The time rate at which a body changes its position vector; quantity whose magnitude is expressed in units of distance over time.
<b>Wavelength:</b>	The distance between crests of a wave.



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# Course: 7920015 Access Biology 1

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## BASIC INFORMATION

<b>Course Number:</b>	7920015
<b>Course Title:</b>	Access Biology 1
<b>Course Abbreviated Title:</b>	Access Biology 1
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
<b>Number of Credits:</b>	Course may be taken for up to two credits
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Requires Highly Qualified Teacher(HQT)?</b>	Yes
<b>Class Size?</b>	Yes
<b>No Child Left Behind (NCLB)?</b>	Yes
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(40) Supported(38) Participatory(33)**

<b><a href="#">HE.912.C.1.3:</a></b>	Evaluate how environment and personal health are interrelated.
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	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.C.1.In.c</a>: Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities.</li> <li>• <a href="#">HE.912.C.1.Su.c</a>: Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities.</li> <li>• <a href="#">HE.912.C.1.Pa.c</a>: Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity.</li> </ul>
<p><a href="#">HE.912.C.1.4:</a></p>	<p>Analyze how heredity and family history can impact personal health.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.C.1.In.d</a>: Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.</li> <li>• <a href="#">HE.912.C.1.Su.d</a>: Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.</li> <li>• <a href="#">HE.912.C.1.Pa.d</a>: Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.</li> </ul>
<p><a href="#">HE.912.C.1.8:</a></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.C.1.Su.h</a>: Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.</li> <li>• <a href="#">HE.912.C.1.Pa.h</a>: Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.</li> </ul>



<p><a href="#"><u>MA.912.S.3.2:</u></a></p>	<p>Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:</p> <ul style="list-style-type: none"> <li>• bar graphs</li> <li>• line graphs</li> <li>• stem and leaf plots</li> <li>• circle graphs</li> <li>• histograms</li> <li>• box and whisker plots</li> <li>• scatter plots</li> <li>• cumulative frequency (ogive) graphs</li> </ul> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.S.3.In.b:</u></a> Collect data and display in single-line graphs, circle graphs, and bar graphs.</li> <li>• <a href="#"><u>MA.912.S.3.Su.b:</u></a> Organize data in pictographs and bar graphs and identify the labels for categories.</li> <li>• <a href="#"><u>MA.912.S.3.Pa.a:</u></a> Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.</li> </ul>
<p><a href="#"><u>SC.912.E.7.1:</u></a></p>	<p>Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.E.7.In.1:</u></a> Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them.</li> <li>• <a href="#"><u>SC.912.E.7.Su.1:</u></a> Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.</li> <li>• <a href="#"><u>SC.912.E.7.Pa.1:</u></a> Recognize that clouds release rain (part of the water cycle).</li> </ul>
<p><a href="#"><u>SC.912.L.14.1:</u></a></p>	<p>Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.1</a>: Identify that all living things are made of cells and cells function in similar ways (cell theory).</li> <li>• <a href="#">SC.912.L.14.Su.1</a>: Identify that the cell is the smallest basic unit of life and that all living things are made of cells.</li> <li>• <a href="#">SC.912.L.14.Pa.1</a>: Match parts of common living things to their functions.</li> </ul>
<a href="#">SC.912.L.14.2</a> :	<p>Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.2</a>: Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.</li> <li>• <a href="#">SC.912.L.14.Su.2</a>: Recognize that cells have different parts and each has a function.</li> <li>• <a href="#">SC.912.L.14.Pa.1</a>: Match parts of common living things to their functions.</li> </ul>
<a href="#">SC.912.L.14.3</a> :	<p>Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.2</a>: Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.</li> <li>• <a href="#">SC.912.L.14.Su.2</a>: Recognize that cells have different parts and each has a function.</li> <li>• <a href="#">SC.912.L.14.Pa.1</a>: Match parts of common living things to their functions.</li> </ul>
<a href="#">SC.912.L.14.6</a> :	<p>Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.4</a>: Describe common human health issues.</li> <li>• <a href="#">SC.912.L.14.Su.3</a>: Recognize common human health issues.</li> <li>• <a href="#">SC.912.L.14.Pa.3</a>: Identify ways to prevent infection from bacteria and viruses, such as hand washing and first aid.</li> </ul>
<p><a href="#">SC.912.L.14.7</a>:</p>	<p>Relate the structure of each of the major plant organs and tissues to physiological processes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.14.In.5</a>: Describe the general processes of food production, support, water transport, and reproduction in the major parts of plants.</li> <li>• <a href="#">SC.912.L.14.Su.4</a>: Relate parts of plants, such as leaf, stem, root, seed, and flower, to the functions of food production, support, water transport, and reproduction.</li> <li>• <a href="#">SC.912.L.14.Pa.4</a>: Recognize major plant parts, such as root, stem, leaf, and flower.</li> </ul>
<p><a href="#">SC.912.L.15.1</a>:</p>	<p>Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.1</a>: Identify that prehistoric plants and animals changed over time (evolved) or became extinct.</li> <li>• <a href="#">SC.912.L.15.Su.1</a>: Match fossils to related species.</li> <li>• <a href="#">SC.912.L.15.Pa.1</a>: Recognize that plants and animals change as they age.</li> </ul>
<p><a href="#">SC.912.L.15.4</a>:</p>	<p>Describe how and why organisms are hierarchically classified and based on evolutionary relationships.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.2</a>: Classify living organisms into their kingdoms.</li> <li>• <a href="#">SC.912.L.15.Su.2</a>: Match organisms to the animal, plant, and fungus kingdoms.</li> <li>• <a href="#">SC.912.L.15.Pa.2</a>: Sort common living things into plant and</li> </ul>

	<p>animal kingdoms.</p>
<p><a href="#">SC.912.L.15.6:</a></p>	<p>Discuss distinguishing characteristics of the domains and kingdoms of living organisms.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.2:</a> Classify living organisms into their kingdoms.</li> <li>• <a href="#">SC.912.L.15.Su.2:</a> Match organisms to the animal, plant, and fungus kingdoms.</li> <li>• <a href="#">SC.912.L.15.Pa.2:</a> Sort common living things into plant and animal kingdoms.</li> </ul>
<p><a href="#">SC.912.L.15.8:</a></p>	<p>Describe the scientific explanations of the origin of life on Earth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.3:</a> Identify that there are scientific explanations of the origin of life on Earth.</li> <li>• <a href="#">SC.912.L.15.Su.3:</a> Recognize that there are scientific explanations of how life began.</li> <li>• <a href="#">SC.912.L.15.Pa.1:</a> Recognize that plants and animals change as they age.</li> </ul>
<p><a href="#">SC.912.L.15.10:</a></p>	<p>Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.4:</a> Recognize ways that the appearance of humans, their language, and their tools have changed over time.</li> <li>• <a href="#">SC.912.L.15.Su.4:</a> Recognize that humans have changed in appearance over a very long period of time.</li> <li>• <a href="#">SC.912.L.15.Pa.1:</a> Recognize that plants and animals change as they age.</li> </ul>
<p><a href="#">SC.912.L.15.13:</a></p>	<p>Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to</p>

	<p>survive, which result in differential reproductive success.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.5</a>: Recognize that some living things produce very large numbers of offspring to ensure that enough survive to continue the species (a condition for natural selection).</li> <li>• <a href="#">SC.912.L.15.Su.5</a>: Recognize that some living things, such as fish and turtles, produce very large numbers of offspring because most will die as a result of dangers in the environment before they grow up.</li> <li>• <a href="#">SC.912.L.15.Pa.3</a>: Recognize that animals produce offspring.</li> </ul>
<p><a href="#">SC.912.L.15.14</a>:</p>	<p>Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.In.1</a>: Identify that prehistoric plants and animals changed over time (evolved) or became extinct.</li> <li>• <a href="#">SC.912.L.15.Su.1</a>: Match fossils to related species.</li> <li>• <a href="#">SC.912.L.15.Pa.1</a>: Recognize that plants and animals change as they age.</li> </ul>
<p><a href="#">SC.912.L.15.15</a>:</p>	<p>Describe how mutation and genetic recombination increase genetic variation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.15.Su.6</a>: Recognize that characteristics of the offspring of living things are sometimes different from their parents.</li> <li>• <a href="#">SC.912.L.15.Pa.4</a>: Recognize differences in physical characteristics within a species of animals, such as different types of dogs.</li> </ul>
<p><a href="#">SC.912.L.16.1</a>:</p>	<p>Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.1</a>: Identify that genes are sets of instructions</li> </ul>

	<p>that determine which characteristics are passed from parent to offspring.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.Su.1</a>: Recognize characteristics (traits) that offspring inherit from parents.</li> <li>• <a href="#">SC.912.L.16.Pa.1</a>: Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.</li> </ul>
<p><a href="#">SC.912.L.16.2</a>:</p>	<p>Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.2</a>: Identify traits that plants and animals, including humans, inherit.</li> <li>• <a href="#">SC.912.L.16.Su.1</a>: Recognize characteristics (traits) that offspring inherit from parents.</li> <li>• <a href="#">SC.912.L.16.Pa.1</a>: Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.</li> </ul>
<p><a href="#">SC.912.L.16.3</a>:</p>	<p>Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.3</a>: Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism.</li> <li>• <a href="#">SC.912.L.16.Su.2</a>: Recognize that all organisms have a substance called DNA with unique information.</li> <li>• <a href="#">SC.912.L.16.Pa.2</a>: Recognize similarities in characteristics of plants and animals of the same type (species).</li> </ul>
<p><a href="#">SC.912.L.16.4</a>:</p>	<p>Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.3</a>: Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism.</li> <li>• <a href="#">SC.912.L.16.Su.2</a>: Recognize that all organisms have a substance called DNA with unique information.</li> <li>• <a href="#">SC.912.L.16.Pa.2</a>: Recognize similarities in characteristics of plants and animals of the same type (species).</li> </ul>
<p><a href="#">SC.912.L.16.5</a>:</p>	<p>Explain the basic processes of transcription and translation, and how they result in the expression of genes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.3</a>: Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism.</li> <li>• <a href="#">SC.912.L.16.Su.2</a>: Recognize that all organisms have a substance called DNA with unique information.</li> <li>• <a href="#">SC.912.L.16.Pa.2</a>: Recognize similarities in characteristics of plants and animals of the same type (species).</li> </ul>
<p><a href="#">SC.912.L.16.8</a>:</p>	<p>Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.4</a>: Identify that cancer can result when cells change or grow uncontrollably.</li> <li>• <a href="#">SC.912.L.16.Su.3</a>: Recognize that cancer may result when cells change or grow too fast.</li> <li>• <a href="#">SC.912.L.16.Pa.3</a>: Recognize that illness can result when parts of our bodies are not working properly.</li> </ul>
<p><a href="#">SC.912.L.16.9</a>:</p>	<p>Explain how and why the genetic code is universal and is common to almost all organisms.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.3</a>: Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.Su.2</a>: Recognize that all organisms have a substance called DNA with unique information.</li> <li>• <a href="#">SC.912.L.16.Pa.2</a>: Recognize similarities in characteristics of plants and animals of the same type (species).</li> </ul>
<p><a href="#">SC.912.L.16.10:</a></p>	<p>Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.5</a>: Identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques.</li> <li>• <a href="#">SC.912.L.16.Su.4</a>: Recognize that new medicines and foods can be developed by science (biotechnology).</li> <li>• <a href="#">SC.912.L.16.Pa.4</a>: Recognize a food.</li> </ul>
<p><a href="#">SC.912.L.16.13:</a></p>	<p>Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.6</a>: Describe the basic process of human development from fertilization to birth.</li> <li>• <a href="#">SC.912.L.16.Su.5</a>: Recognize major phases in the process of human development from fertilization to birth.</li> <li>• <a href="#">SC.912.L.16.Pa.5</a>: Recognize the sequence of human development from baby to child to adult.</li> </ul>
<p><a href="#">SC.912.L.16.14:</a></p>	<p>Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.7</a>: Recognize that cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis).</li> <li>• <a href="#">SC.912.L.16.Su.6</a>: Recognize that cells reproduce by dividing.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.Pa.6</a>: Recognize that living things produce offspring (reproduce).</li> </ul>
<a href="#">SC.912.L.16.16:</a>	<p>Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.7</a>: Recognize that cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis).</li> <li>• <a href="#">SC.912.L.16.Su.6</a>: Recognize that cells reproduce by dividing.</li> <li>• <a href="#">SC.912.L.16.Pa.6</a>: Recognize that living things produce offspring (reproduce).</li> </ul>
<a href="#">SC.912.L.16.17:</a>	<p>Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.Su.6</a>: Recognize that cells reproduce by dividing.</li> <li>• <a href="#">SC.912.L.16.Pa.6</a>: Recognize that living things produce offspring (reproduce).</li> </ul>
<a href="#">SC.912.L.17.2:</a>	<p>Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.1</a>: Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature.</li> <li>• <a href="#">SC.912.L.17.Su.1</a>: Recognize that living things in bodies of water are affected by the location and depth of the water.</li> <li>• <a href="#">SC.912.L.17.Pa.1</a>: Recognize common living things in bodies of water.</li> </ul>
<a href="#">SC.912.L.17.4:</a>	<p>Describe changes in ecosystems resulting from seasonal variations,</p>

	<p>climate change and succession.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.2</a>: Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators.</li> <li>• <a href="#">SC.912.L.17.Su.2</a>: Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate.</li> <li>• <a href="#">SC.912.L.17.Pa.2</a>: Recognize what happens to plants and animals when they don't get enough food or water.</li> </ul>
<p><a href="#">SC.912.L.17.5:</a></p>	<p>Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.2</a>: Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators.</li> <li>• <a href="#">SC.912.L.17.Su.2</a>: Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate.</li> <li>• <a href="#">SC.912.L.17.Pa.2</a>: Recognize what happens to plants and animals when they don't get enough food or water.</li> </ul>
<p><a href="#">SC.912.L.17.8:</a></p>	<p>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.4</a>: Recognize possible changes in an ecosystem (biodiversity) that can result from natural catastrophic events, changes in climate, and human activity.</li> <li>• <a href="#">SC.912.L.17.Su.4</a>: Recognize changes in living things (biodiversity) that can result from natural catastrophic events and human activity.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.Pa.4</a>: Recognize actions that are harmful to living things.</li> </ul>
<p><a href="#">SC.912.L.17.9</a>:</p>	<p>Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.5</a>: Identify the components of a food web, including sunlight, producers, consumers, and decomposers, and trace the flow of energy from the Sun.</li> <li>• <a href="#">SC.912.L.17.Su.5</a>: Identify producers, consumers, and decomposers in a simple food chain.</li> <li>• <a href="#">SC.912.L.17.Pa.5</a>: Recognize that animals (consumers) eat animals and plants for food.</li> </ul>
<p><a href="#">SC.912.L.17.11</a>:</p>	<p>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.7</a>: Identify types of renewable and nonrenewable natural resources and explain the need for conservation.</li> <li>• <a href="#">SC.912.L.17.Su.7</a>: Identify a way to conserve a familiar, nonrenewable, natural resource.</li> <li>• <a href="#">SC.912.L.17.Pa.6</a>: Recognize the importance of clean water for living things.</li> </ul>
<p><a href="#">SC.912.L.17.20</a>:</p>	<p>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.8</a>: Describe ways the lifestyles of individuals and groups can help or hurt the environment.</li> <li>• <a href="#">SC.912.L.17.Su.8</a>: Identify ways individuals can help the environment.</li> <li>• <a href="#">SC.912.L.17.Pa.7</a>: Recognize a way to help the local</li> </ul>

	environment.
<p><a href="#">SC.912.L.18.1:</a></p>	<p>Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.In.1:</a> Identify that carbohydrates, fats, proteins, and nucleic acids (macromolecules) are important for human organisms.</li> <li>• <a href="#">SC.912.L.18.Su.1:</a> Recognize that humans use proteins, carbohydrates, and fats.</li> <li>• <a href="#">SC.912.L.18.Pa.1:</a> Recognize that humans need different kinds of food.</li> </ul>
<p><a href="#">SC.912.L.18.7:</a></p>	<p>Identify the reactants, products, and basic functions of photosynthesis.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.In.2:</a> Identify the products and function of photosynthesis.</li> <li>• <a href="#">SC.912.L.18.Su.2:</a> Recognize that the function of photosynthesis is to produce food for plants.</li> <li>• <a href="#">SC.912.L.18.Pa.2:</a> Recognize that plants need water, light, and air to grow.</li> </ul>
<p><a href="#">SC.912.L.18.8:</a></p>	<p>Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.In.3:</a> Identify that cells release energy from food so the organism can use it (cellular respiration).</li> <li>• <a href="#">SC.912.L.18.Su.3:</a> Recognize that cells get energy from food.</li> <li>• <a href="#">SC.912.L.18.Pa.3:</a> Identify that food is a source of energy.</li> </ul>
<p><a href="#">SC.912.L.18.9:</a></p>	<p>Explain the interrelated nature of photosynthesis and cellular respiration.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.In.4</a>: Recognize that plants give off oxygen that is used by animals and animals give off carbon dioxide that is used by plants.</li> <li>• <a href="#">SC.912.L.18.Su.4</a>: Recognize that people and animals breathe in the oxygen that plants give off.</li> <li>• <a href="#">SC.912.L.18.Pa.2</a>: Recognize that plants need water, light, and air to grow.</li> </ul>
<p><a href="#">SC.912.L.18.10:</a></p>	<p>Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.In.5</a>: Recognize that energy is stored in cells.</li> <li>• <a href="#">SC.912.L.18.Su.3</a>: Recognize that cells get energy from food.</li> <li>• <a href="#">SC.912.L.18.Pa.3</a>: Identify that food is a source of energy.</li> </ul>
<p><a href="#">SC.912.L.18.11:</a></p>	<p>Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.In.6</a>: Recognize that enzymes break down food molecules during the digestive process.</li> <li>• <a href="#">SC.912.L.18.Su.5</a>: Recognize that food is broken down in digestion (use of enzymes).</li> <li>• <a href="#">SC.912.L.18.Pa.4</a>: Recognize that saliva helps people eat when they chew.</li> </ul>
<p><a href="#">SC.912.L.18.12:</a></p>	<p>Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.In.7</a>: Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.Su.6</a>: Identify the important role of water in sustaining life of plants and animals.</li> <li>• <a href="#">SC.912.L.18.Pa.5</a>: Recognize that plants and animals use water to live.</li> </ul>
<p><a href="#">SC.912.N.1.1</a>:</p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> <li>1. pose questions about the natural world,</li> <li>2. conduct systematic observations,</li> <li>3. examine books and other sources of information to see what is already known,</li> <li>4. review what is known in light of empirical evidence,</li> <li>5. plan investigations,</li> <li>6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),</li> <li>7. pose answers, explanations, or descriptions of events,</li> <li>8. generate explanations that explicate or describe natural phenomena (inferences),</li> <li>9. use appropriate evidence and reasoning to justify these explanations to others,</li> <li>10. communicate results of scientific investigations, and</li> <li>11. evaluate the merits of the explanations produced by others.</li> </ol> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.1</a>: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.</li> <li>• <a href="#">SC.912.N.1.Su.1</a>: Recognize a problem based on a specific body of knowledge, including life science, earth and space</li> </ul>

	<p>science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.Pa.1</a>: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.</li> </ul>
<p><a href="#">SC.912.N.1.3</a>:</p>	<p>Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.2</a>: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.</li> <li>• <a href="#">SC.912.N.1.Su.2</a>: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.</li> <li>• <a href="#">SC.912.N.1.Pa.2</a>: Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.</li> </ul>
<p><a href="#">SC.912.N.1.4</a>:</p>	<p>Identify sources of information and assess their reliability according to the strict standards of scientific investigation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.1</a>: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable</li> </ul>

	<p>explanations, inferences, and conclusions.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.Su.1</a>: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.</li> <li>• <a href="#">SC.912.N.1.Pa.1</a>: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.</li> </ul>
<p><a href="#">SC.912.N.1.6</a>:</p>	<p>Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.1</a>: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.</li> <li>• <a href="#">SC.912.N.1.Su.1</a>: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.</li> <li>• <a href="#">SC.912.N.1.Pa.1</a>: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.</li> </ul>
<p><a href="#">SC.912.N.1.1</a></p>	<p>Identify what is science, what clearly is not science, and what</p>



	<p>superficially resembles science (but fails to meet the criteria for science).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.1</a>: Identify examples of investigations that involve science.</li> <li>• <a href="#">SC.912.N.2.Su.1</a>: Identify questions that can be answered by science.</li> <li>• <a href="#">SC.912.N.2.Pa.1</a>: Recognize an example of work by scientists.</li> </ul>
<p><a href="#">SC.912.N.2.2</a>:</p>	<p>Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.2</a>: Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information.</li> <li>• <a href="#">SC.912.N.2.Su.1</a>: Identify questions that can be answered by science.</li> <li>• <a href="#">SC.912.N.2.Pa.1</a>: Recognize an example of work by scientists.</li> </ul>
<p><a href="#">SC.912.N.3.1</a>:</p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.1</a>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#">SC.912.N.3.Su.1</a>: Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>

<b><a href="#">SC.912.N.3.4:</a></b>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.1:</a> Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#">SC.912.N.3.In.2:</a> Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Su.2:</a> Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Su.1:</a> Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#">SC.912.N.3.Pa.1:</a> Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
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**RELATED GLOSSARY TERM DEFINITIONS (68)**

<b>Area:</b>	The number of square units needed to cover a surface.
<b>Bar graph:</b>	A graph that uses either vertical or horizontal bars to display countable data
<b>Chart:</b>	A data display that presents information in columns and rows.
<b>Circle graph:</b>	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
<b>Histogram:</b>	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
<b>Line graph:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.

<b>Plot:</b>	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
<b>Rate:</b>	A ratio that compares two quantities of different units.
<b>Scatter plot:</b>	A graph of paired data in which the data values are plotted as points in (x, y) format.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Abiotic:</b>	An environmental factor not associated with or derived from living organisms.
<b>Activation energy:</b>	The least amount of energy required to start a particular chemical reaction.
<b>Adenosine triphosphate (ATP):</b>	An organic compound that is composed of adenosine and three phosphate groups. It serves as a source of energy for many metabolic processes. ATP releases energy when it is broken down into ADP and phosphate by hydrolysis during cell metabolism.
<b>Aerobic:</b>	Occurring in the presence of oxygen or requiring oxygen to live. In aerobic respiration, which is the process used by the cells of most organisms, the production of energy from glucose metabolism requires the presence of oxygen.
<b>Anaerobic :</b>	Occurring in the absence of oxygen or not requiring oxygen to live. Anaerobic bacteria produce energy from food molecules without the presence of oxygen.
<b>Anatomy:</b>	The scientific study of the shape and structure of organisms and their parts.
<b>Aquatic:</b>	In or on the water
<b>Asexual reproduction:</b>	A form of reproduction in which new individuals are formed without the involvement of gametes.
<b>Biotechnology:</b>	The manipulation (as through genetic engineering) of living organisms or their components to produce useful usually commercial products (as pest resistant crops, new bacterial strains, or novel pharmaceuticals).
<b>Biotic:</b>	Factors in an environment relating to, caused by, or produced by living organisms.
<b>Catalyst:</b>	A substance that speeds up or slows down the rate of a reaction

	without being consumed or altered.
<b>Cell:</b>	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
<b>Chromosome:</b>	A structure in living cells that consists of a single molecule of DNA bonded to various proteins and that carries the genes determining heredity.
<b>Codominant:</b>	Relating to two alleles of a gene pair in a heterozygote that are both fully expressed.
<b>Consumer:</b>	An organism that feeds on other organisms for food.
<b>Current :</b>	The amount of electric charge flowing past a specified circuit point per unit time.
<b>Decomposer :</b>	Any organism that feeds or obtains nutrients by breaking down organic matter from dead organisms.
<b>DNA:</b>	Deoxyribonucleic acid; a nucleic acid that is genetic material; present in all organisms.
<b>Dominance:</b>	Tendency of certain (dominant) alleles to mask the expression of their corresponding (recessive) alleles.
<b>Embryology:</b>	The branch of biology that deals with the formation, early growth, and development of living organisms.
<b>Energy:</b>	The capacity to do work.
<b>Environment:</b>	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
<b>Enzyme:</b>	Any of numerous proteins produced in living cells that accelerate or catalyze chemical reactions.
<b>Evolution :</b>	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
<b>Fertilization:</b>	The act or process of initiating biological reproduction by insemination or pollination.
<b>Fossil:</b>	A whole or part of an organism that has been preserved in sedimentary rock.

<b>Freeze:</b>	To pass from the liquid to the solid state by loss of heat from the substance/system.
<b>Gamete:</b>	A reproductive cell having the haploid number of chromosomes, especially a mature sperm or egg capable of fusing with a gamete of the opposite sex to produce the fertilized egg.
<b>Genetic:</b>	Affecting or determined by genes.
<b>Haploid:</b>	Having a single set of each chromosome in a cell or cell nucleus. In most animals, only the gametes (reproductive cells) are haploid.
<b>Hominid:</b>	A group of primates of the family Hominidae, which includes modern humans.
<b>Inference :</b>	The act of reasoning from factual knowledge or evidence.
<b>Investigation :</b>	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
<b>Law :</b>	A statement that describes invariable relationships among phenomena under a specified set of conditions.
<b>Light:</b>	Electromagnetic radiation that lies within the visible range.
<b>Matter:</b>	Substance that possesses inertia and occupies space, of which all objects are constituted.
<b>Meiosis:</b>	The process of nuclear division in cells during which the number of chromosomes is reduced by half.
<b>Membrane:</b>	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
<b>Mitosis:</b>	A process of nuclear division in eukaryotic cells during which the nucleus of a cell divides into two nuclei, each with the same number of chromosomes.
<b>Mutation:</b>	A change in genetic sequence.
<b>Natural selection:</b>	The theory stating every organism displays slight variations from related organisms, and these variations make an organism more or less suited for survival and reproduction in specific habitats.
<b>Nonrenewable resource:</b>	A resource that can only be replenished over millions of years.
<b>Observation :</b>	What one has observed using senses or instruments.
<b>Offspring:</b>	The progeny or descendants of an animal or plant considered as a

	group.
<b>Organ:</b>	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
<b>Organism:</b>	An individual form of life of one or more cells that maintains various vital processes necessary for life.
<b>pH:</b>	The measure of the acidity or alkalinity of a solution.
<b>Photosynthesis:</b>	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
<b>Physiology:</b>	The scientific study of an organism's vital functions, including growth, development, reproduction, the absorption and processing of nutrients, the synthesis and distribution of proteins and other organic molecules, and the functioning of different tissues, organs, and other anatomic structures.
<b>Polygenic:</b>	Any of a group of nonallelic genes that collectively control the inheritance of a quantitative character or modify the expression of a qualitative character.
<b>Producer :</b>	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
<b>Recessive:</b>	An allele for a trait that will be masked unless the organism is homozygous for this trait.
<b>Replication:</b>	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.
<b>Reproductive system:</b>	The system of organs involved with animal reproduction, especially sexual reproduction.
<b>Scientist:</b>	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
<b>Space:</b>	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
<b>Theory :</b>	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
<b>Tissue:</b>	Similar cells acting to perform a specific function.



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# Course: 7920011 Access Chemistry 1

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## BASIC INFORMATION

<b>Course Number:</b>	7920011
<b>Course Title:</b>	Access Chemistry 1
<b>Course Abbreviated Title:</b>	Access Chemistry 1
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
<b>Number of Credits:</b>	Course may be taken for up to two credits
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Requires Highly Qualified Teacher(HQT)?</b>	Yes
<b>Class Size?</b>	Yes
<b>No Child Left Behind (NCLB)?</b>	Yes
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(33) Supported(32) Participatory(28)**

<b><a href="#">SC.912.E.5.1:</a></b>	Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the
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	<p>universe.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.E.5.In.1</a>: Recognize that the Milky Way is part of the expanding universe.</li> <li>• <a href="#">SC.912.E.5.Su.1</a>: Recognize that the universe consists of many galaxies, including the Milky Way.</li> <li>• <a href="#">SC.912.E.5.Pa.1</a>: Recognize that when objects move away from each other, the distance between them expands.</li> </ul>
<p><a href="#">SC.912.L.16.10</a>:</p>	<p>Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.16.In.5</a>: Identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques.</li> <li>• <a href="#">SC.912.L.16.Su.4</a>: Recognize that new medicines and foods can be developed by science (biotechnology).</li> <li>• <a href="#">SC.912.L.16.Pa.4</a>: Recognize a food.</li> </ul>
<p><a href="#">SC.912.L.17.11</a>:</p>	<p>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.7</a>: Identify types of renewable and nonrenewable natural resources and explain the need for conservation.</li> <li>• <a href="#">SC.912.L.17.Su.7</a>: Identify a way to conserve a familiar, nonrenewable, natural resource.</li> <li>• <a href="#">SC.912.L.17.Pa.6</a>: Recognize the importance of clean water for living things.</li> </ul>
<p><a href="#">SC.912.L.17.20</a>:</p>	<p>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.17.In.8</a>: Describe ways the lifestyles of individuals and groups can help or hurt the environment.</li> <li>• <a href="#">SC.912.L.17.Su.8</a>: Identify ways individuals can help the environment.</li> <li>• <a href="#">SC.912.L.17.Pa.7</a>: Recognize a way to help the local environment.</li> </ul>
<p><a href="#">SC.912.L.18.12</a>:</p>	<p>Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.L.18.In.7</a>: Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.</li> <li>• <a href="#">SC.912.L.18.Su.6</a>: Identify the important role of water in sustaining life of plants and animals.</li> <li>• <a href="#">SC.912.L.18.Pa.5</a>: Recognize that plants and animals use water to live.</li> </ul>
<p><a href="#">SC.912.N.1.1</a>:</p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> <li>1. pose questions about the natural world,</li> <li>2. conduct systematic observations,</li> <li>3. examine books and other sources of information to see what is already known,</li> <li>4. review what is known in light of empirical evidence,</li> <li>5. plan investigations,</li> <li>6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),</li> <li>7. pose answers, explanations, or descriptions of events,</li> <li>8. generate explanations that explicate or describe natural phenomena (inferences),</li> <li>9. use appropriate evidence and reasoning to justify these explanations to others,</li> <li>10. communicate results of scientific investigations, and</li> </ol>

11. evaluate the merits of the explanations produced by others.

**Access Points:**

- [SC.912.N.1.In.1](#): Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- [SC.912.N.1.Su.1](#): Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- [SC.912.N.1.Pa.1](#): Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

[SC.912.N.1.2](#):

Describe and explain what characterizes science and its methods.

**Access Points:**

- [SC.912.N.1.In.2](#): Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
- [SC.912.N.1.Su.2](#): Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
- [SC.912.N.1.Pa.2](#): Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

**SC.912.N.1.3:**

Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

**Access Points:**

- **SC.912.N.1.In.2:** Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
- **SC.912.N.1.Su.2:** Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
- **SC.912.N.1.Pa.2:** Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

**SC.912.N.1.4:**

Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

**Access Points:**

- **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe

	<p>objects and activities 2. Follow planned procedures 3. Recognize a solution.</p>
<p><a href="#"><u>SC.912.N.1.5:</u></a></p>	<p>Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.N.1.In.3:</u></a> Identify that scientific investigations are sometimes repeated in different locations.</li> <li>• <a href="#"><u>SC.912.N.1.Su.3:</u></a> Recognize that scientific investigations can be repeated in different locations.</li> <li>• <a href="#"><u>SC.912.N.1.Pa.3:</u></a> Recognize that when a variety of common activities are repeated the same way, the outcomes are the same.</li> </ul>
<p><a href="#"><u>SC.912.N.1.6:</u></a></p>	<p>Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.N.1.In.1:</u></a> Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.</li> <li>• <a href="#"><u>SC.912.N.1.Su.1:</u></a> Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.</li> <li>• <a href="#"><u>SC.912.N.1.Pa.1:</u></a> Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3.</li> </ul>

	Recognize a solution.
<a href="#">SC.912.N.1.7:</a>	<p>Recognize the role of creativity in constructing scientific questions, methods and explanations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.1.In.4:</a> Identify that scientists use many different methods in conducting their research.</li> <li>• <a href="#">SC.912.N.1.Su.4:</a> Recognize that scientists use a variety of methods to get answers to their research questions.</li> <li>• <a href="#">SC.912.N.1.Pa.4:</a> Recognize that people try different ways to complete a task when the first one does not work.</li> </ul>
<a href="#">SC.912.N.2.1:</a>	<p>Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.1:</a> Identify examples of investigations that involve science.</li> <li>• <a href="#">SC.912.N.2.Su.1:</a> Identify questions that can be answered by science.</li> <li>• <a href="#">SC.912.N.2.Pa.1:</a> Recognize an example of work by scientists.</li> </ul>
<a href="#">SC.912.N.2.2:</a>	<p>Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.2:</a> Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information.</li> <li>• <a href="#">SC.912.N.2.Su.1:</a> Identify questions that can be answered by science.</li> <li>• <a href="#">SC.912.N.2.Pa.1:</a> Recognize an example of work by scientists.</li> </ul>

<p><a href="#">SC.912.N.2.3:</a></p>	<p>Identify examples of pseudoscience (such as astrology, phrenology) in society.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.2:</a> Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information.</li> <li>• <a href="#">SC.912.N.2.Su.1:</a> Identify questions that can be answered by science.</li> <li>• <a href="#">SC.912.N.2.Pa.1:</a> Recognize an example of work by scientists.</li> </ul>
<p><a href="#">SC.912.N.2.4:</a></p>	<p>Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.3:</a> Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.</li> <li>• <a href="#">SC.912.N.2.Su.2:</a> Recognize that what is known about science can change based on new information.</li> <li>• <a href="#">SC.912.N.2.Pa.2:</a> Recognize a variety of cause-effect relationships related to science.</li> </ul>
<p><a href="#">SC.912.N.2.5:</a></p>	<p>Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.In.4:</a> Identify major contributions of scientists.</li> <li>• <a href="#">SC.912.N.2.Su.3:</a> Recognize major contributions of scientists.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.2.Pa.1</a>: Recognize an example of work by scientists.</li> </ul>
<p><a href="#">SC.912.N.3.1</a>:</p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.1</a>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#">SC.912.N.3.Su.1</a>: Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.2</a>:</p>	<p>Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.1</a>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#">SC.912.N.3.Su.1</a>: Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.3</a>:</p>	<p>Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.2</a>: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Su.2</a>: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.4</a>:</p>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.1</a>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.</li> <li>• <a href="#">SC.912.N.3.In.2</a>: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Su.2</a>: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.</li> <li>• <a href="#">SC.912.N.3.Su.1</a>: Recognize that scientific theories are supported by evidence and agreement of many scientists.</li> <li>• <a href="#">SC.912.N.3.Pa.1</a>: Recognize examples of cause-effect descriptions or explanations related to science.</li> </ul>
<p><a href="#">SC.912.N.3.5</a>:</p>	<p>Describe the function of models in science, and identify the wide range of models used in science.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.3.In.3</a>: Identify ways models are used in the study of science.</li> <li>• <a href="#">SC.912.N.3.Su.3</a>: Recognize ways models are used in the study of science.</li> <li>• <a href="#">SC.912.N.3.Pa.2</a>: Recognize a model used in the context of one’s own study of science.</li> </ul>
<p><a href="#">SC.912.N.4.1</a>:</p>	<p>Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.4.In.1</a>: Identify ways scientific knowledge and problem solving benefit people.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.4.Su.1</a>: Recognize ways scientific knowledge and problem solving benefit people.</li> <li>• <a href="#">SC.912.N.4.Pa.1</a>: Recognize science information that helps people.</li> </ul>
<a href="#">SC.912.N.4.2</a> :	<p>Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.N.4.In.2</a>: Identify that costs and benefits must be considered when choosing a strategy for solving a problem.</li> <li>• <a href="#">SC.912.N.4.Su.2</a>: Recognize that some strategies may cost more to solve a problem.</li> <li>• <a href="#">SC.912.N.4.Pa.2</a>: Recognize a local problem that can be solved by science.</li> </ul>
<a href="#">SC.912.P.10.1</a> :	<p>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.1</a>: Identify examples of energy being transformed from one form to another (conserved quantity).</li> <li>• <a href="#">SC.912.P.10.Su.1</a>: Recognize energy transformations that occur in everyday life, such as solar energy to electricity.</li> <li>• <a href="#">SC.912.P.10.Pa.1</a>: Observe and recognize examples of the transformation of electrical energy to light and heat.</li> </ul>
<a href="#">SC.912.P.10.2</a> :	<p>Explore the Law of Conservation of Energy by differentiating among open, closed, and isolated systems and explain that the total energy in an isolated system is a conserved quantity.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.1</a>: Identify examples of energy being transformed from one form to another (conserved quantity).</li> <li>• <a href="#">SC.912.P.10.Su.1</a>: Recognize energy transformations that occur in everyday life, such as solar energy to electricity.</li> <li>• <a href="#">SC.912.P.10.Pa.1</a>: Observe and recognize examples of the</li> </ul>

	transformation of electrical energy to light and heat.
<p><a href="#">SC.912.P.10.5:</a></p>	<p>Relate temperature to the average molecular kinetic energy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.3:</a> Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.</li> <li>• <a href="#">SC.912.P.10.Su.3:</a> Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).</li> <li>• <a href="#">SC.912.P.10.Pa.3:</a> Recognize the source and recipient of heat transfer.</li> </ul>
<p><a href="#">SC.912.P.10.6:</a></p>	<p>Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.1:</a> Identify examples of energy being transformed from one form to another (conserved quantity).</li> <li>• <a href="#">SC.912.P.10.Su.1:</a> Recognize energy transformations that occur in everyday life, such as solar energy to electricity.</li> <li>• <a href="#">SC.912.P.10.Pa.4:</a> Identify materials that provide protection (insulation) from heat.</li> </ul>
<p><a href="#">SC.912.P.10.7:</a></p>	<p>Distinguish between endothermic and exothermic chemical processes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.10.In.4:</a> Describe a process that gives off heat (exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil.</li> <li>• <a href="#">SC.912.P.10.Su.4:</a> Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil.</li> <li>• <a href="#">SC.912.P.10.Pa.4:</a> Identify materials that provide protection</li> </ul>

	(insulation) from heat.
<p><a href="#"><u>SC.912.P.10.9:</u></a></p>	<p>Describe the quantization of energy at the atomic level.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.6:</u></a> Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.</li> <li>• <a href="#"><u>SC.912.P.10.Su.5:</u></a> Recognize that nuclear power plants generate electricity and can be dangerous.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.5:</u></a> Recognize the universal symbols for radioactive and other hazardous materials.</li> </ul>
<p><a href="#"><u>SC.912.P.10.10:</u></a></p>	<p>Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.5:</u></a> Identify fundamental forces, including gravitational and electromagnetic.</li> <li>• <a href="#"><u>SC.912.P.10.Su.6:</u></a> Recognize fundamental forces, such as gravitational.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.6:</u></a> Recognize that an object falls unless stopped (gravity).</li> </ul>
<p><a href="#"><u>SC.912.P.10.11:</u></a></p>	<p>Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.6:</u></a> Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.</li> <li>• <a href="#"><u>SC.912.P.10.Su.5:</u></a> Recognize that nuclear power plants generate electricity and can be dangerous.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.5:</u></a> Recognize the universal symbols for radioactive and other hazardous materials.</li> </ul>

<p><a href="#"><u>SC.912.P.10.12:</u></a></p>	<p>Differentiate between chemical and nuclear reactions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.6:</u></a> Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.</li> <li>• <a href="#"><u>SC.912.P.10.Su.5:</u></a> Recognize that nuclear power plants generate electricity and can be dangerous.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.5:</u></a> Recognize the universal symbols for radioactive and other hazardous materials.</li> </ul>
<p><a href="#"><u>SC.912.P.10.18:</u></a></p>	<p>Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.10.In.9:</u></a> Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.</li> <li>• <a href="#"><u>SC.912.P.10.Su.10:</u></a> Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.</li> <li>• <a href="#"><u>SC.912.P.10.Pa.10:</u></a> Recognize primary and secondary colors in visible light.</li> </ul>
<p><a href="#"><u>SC.912.P.12.10:</u></a></p>	<p>Interpret the behavior of ideal gases in terms of kinetic molecular theory.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.12.In.6:</u></a> Identify that gases exert pressure in a closed surface, such as pressure inside a basketball or a hot air balloon.</li> <li>• <a href="#"><u>SC.912.P.12.Su.6:</u></a> Recognize that a gas can exert pressure, such as in balloons, car tires, or pool floats.</li> <li>• <a href="#"><u>SC.912.P.12.Pa.6:</u></a> Recognize that some objects contain air, such as balloons, tires, and balls.</li> </ul>

<p><a href="#"><u>SC.912.P.8.1:</u></a></p>	<p>Differentiate among the four states of matter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.8.In.1:</u></a> Classify states of matter as solid, liquid, and gaseous.</li> <li>• <a href="#"><u>SC.912.P.8.Su.1:</u></a> Identify examples of states of matter as solid, liquid, and gaseous.</li> <li>• <a href="#"><u>SC.912.P.8.Pa.1:</u></a> Select an example of a common solid, liquid, and gas.</li> </ul>
<p><a href="#"><u>SC.912.P.8.2:</u></a></p>	<p>Differentiate between physical and chemical properties and physical and chemical changes of matter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.8.In.2:</u></a> Compare characteristics of physical and chemical changes of matter.</li> <li>• <a href="#"><u>SC.912.P.8.Su.2:</u></a> Identify examples of physical and chemical changes.</li> <li>• <a href="#"><u>SC.912.P.8.Pa.2:</u></a> Recognize a common chemical change, such as cooking, burning, rusting, or decaying.</li> </ul>
<p><a href="#"><u>SC.912.P.8.3:</u></a></p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.8.In.3:</u></a> Identify the nucleus as the center of an atom.</li> <li>• <a href="#"><u>SC.912.P.8.Su.3:</u></a> Recognize that atoms are tiny particles in materials, too small to see.</li> <li>• <a href="#"><u>SC.912.P.8.Pa.3:</u></a> Recognize that the parts of an object can be put together to make a whole.</li> </ul>
<p><a href="#"><u>SC.912.P.8.4:</u></a></p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.3</a>: Identify the nucleus as the center of an atom.</li> <li>• <a href="#">SC.912.P.8.Su.3</a>: Recognize that atoms are tiny particles in materials, too small to see.</li> <li>• <a href="#">SC.912.P.8.Pa.3</a>: Recognize that the parts of an object can be put together to make a whole.</li> </ul>
<a href="#">SC.912.P.8.5:</a>	<p>Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.4</a>: Recognize that the periodic table includes all known elements.</li> <li>• <a href="#">SC.912.P.8.Su.4</a>: Recognize examples of common elements, such as oxygen and hydrogen.</li> <li>• <a href="#">SC.912.P.8.Pa.3</a>: Recognize that the parts of an object can be put together to make a whole.</li> </ul>
<a href="#">SC.912.P.8.6:</a>	<p>Distinguish between bonding forces holding compounds together and other attractive forces, including hydrogen bonding and van der Waals forces.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.5</a>: Identify that compounds are made of two or more elements.</li> <li>• <a href="#">SC.912.P.8.Su.5</a>: Recognize examples of common compounds, such as water and salt.</li> <li>• <a href="#">SC.912.P.8.Pa.4</a>: Match common compounds to their names or communication symbols.</li> </ul>
<a href="#">SC.912.P.8.7:</a>	<p>Interpret formula representations of molecules and compounds in terms of composition and structure.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.6</a>: Identify formulas for common compounds, such as H<sub>2</sub>O and CO<sub>2</sub>.</li> <li>• <a href="#">SC.912.P.8.Su.6</a>: Match common chemical formulas to their common name, such as H<sub>2</sub>O to water.</li> <li>• <a href="#">SC.912.P.8.Pa.4</a>: Match common compounds to their names</li> </ul>

	or communication symbols.
<a href="#"><u>SC.912.P.8.8:</u></a>	<p>Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.8.In.2:</u></a> Compare characteristics of physical and chemical changes of matter.</li> <li>• <a href="#"><u>SC.912.P.8.Su.2:</u></a> Identify examples of physical and chemical changes.</li> <li>• <a href="#"><u>SC.912.P.8.Pa.2:</u></a> Recognize a common chemical change, such as cooking, burning, rusting, or decaying.</li> </ul>
<a href="#"><u>SC.912.P.8.9:</u></a>	<p>Apply the mole concept and the law of conservation of mass to calculate quantities of chemicals participating in reactions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.8.In.2:</u></a> Compare characteristics of physical and chemical changes of matter.</li> <li>• <a href="#"><u>SC.912.P.8.Su.2:</u></a> Identify examples of physical and chemical changes.</li> <li>• <a href="#"><u>SC.912.P.8.Pa.2:</u></a> Recognize a common chemical change, such as cooking, burning, rusting, or decaying.</li> </ul>
<a href="#"><u>SC.912.P.8.11:</u></a>	<p>Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.912.P.8.In.7:</u></a> Identify properties of common acids and bases.</li> <li>• <a href="#"><u>SC.912.P.8.Su.7:</u></a> Categorize common materials or foods as acids or bases.</li> <li>• <a href="#"><u>SC.912.P.8.Pa.5:</u></a> Recognize that some acids and bases can be dangerous and identify related hazard symbols.</li> </ul>
<a href="#"><u>SC.912.P.8.12:</u></a>	Describe the properties of the carbon atom that make the diversity of carbon compounds possible.



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.912.P.8.In.8</a>: Identify that carbon is found in all living things.</li> <li>• <a href="#">SC.912.P.8.Su.8</a>: Recognize that carbon is found in all living things.</li> <li>• <a href="#">SC.912.P.8.Pa.4</a>: Match common compounds to their names or communication symbols.</li> </ul>
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## RELATED GLOSSARY TERM DEFINITIONS (45)

<b>Atom:</b>	The smallest unit of a chemical element that can still retain the properties of that element.
<b>Big Bang Theory:</b>	A cosmological theory holding that the universe originated approximately 20 billion years ago from the violent explosion of a very small agglomeration of matter of extremely high density and temperature.
<b>Biotechnology:</b>	The manipulation (as through genetic engineering) of living organisms or their components to produce useful usually commercial products (as pest resistant crops, new bacterial strains, or novel pharmaceuticals).
<b>Chemical change:</b>	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
<b>Compound:</b>	A substance made up of at least two different elements held together by chemical bonds that can only be broken down into elements by chemical processes.
<b>Concentration:</b>	The relative amount of a particular substance, a solute, or mixture.
<b>Conservation of Mass:</b>	The principle that mass cannot be created or destroyed; also conservation of matter.
<b>Current :</b>	The amount of electric charge flowing past a specified circuit point per unit time.
<b>Diversity:</b>	The different species in a given area or specific period of time.

<b>Electromagnetic spectrum:</b>	The entire range of electromagnetic radiation. At one end of the spectrum are gamma rays, which have the shortest wavelengths and high frequencies. At the other end are radio waves, which have the longest wavelengths and low frequencies. Visible light is near the center of the spectrum.
<b>Electron:</b>	A stable elementary particle in the lepton family having a mass at rest of $9.107 \times 10^{-28}$ grams and an electric charge of approximately $-1.602 \times 10^{-19}$ coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
<b>Energy:</b>	The capacity to do work.
<b>Environment:</b>	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
<b>Fission :</b>	The process by which an atomic nucleus splits into two or more large fragments of comparable mass, simultaneously producing additional neutrons and vast amounts of energy; or, a process by which single-cell organisms reproduce asexually.
<b>Force:</b>	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
<b>Fossil:</b>	A whole or part of an organism that has been preserved in sedimentary rock.
<b>Freeze:</b>	To pass from the liquid to the solid state by loss of heat from the substance/system.
<b>Frequency:</b>	The number of cycles or waves per unit time.
<b>Fusion :</b>	The process by which two lighter atomic nuclei combine at extremely high temperatures to form a heavier nucleus and release vast amounts of energy.
<b>Gas:</b>	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
<b>Inference :</b>	The act of reasoning from factual knowledge or evidence.
<b>Investigation :</b>	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
<b>Kinetic energy:</b>	The energy possessed by a body because of its motion.

<b>Law :</b>	A statement that describes invariable relationships among phenomena under a specified set of conditions.
<b>Light:</b>	Electromagnetic radiation that lies within the visible range.
<b>Mass:</b>	The amount of matter an object contains.
<b>Matter:</b>	Substance that possesses inertia and occupies space, of which all objects are constituted.
<b>Model :</b>	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
<b>Mole :</b>	The amount of a substance that contains as many atoms, molecules, ions, or other elementary units as the number of atoms in 0.012 kilogram of carbon 12. The number is $6.0225 \times 10^{23}$ , Avogadro's number.
<b>Molecule:</b>	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
<b>Motion:</b>	The act or process of changing position and/or direction.
<b>Neutron:</b>	A subatomic particle having zero charge, found in the nucleus of an atom.
<b>Nonrenewable resource:</b>	A resource that can only be replenished over millions of years.
<b>Nuclear reaction:</b>	A process, such as fission, fusion, or radioactive decay, in which the structure of an atomic nucleus is altered through release of energy or mass or by being broken apart.
<b>Observation :</b>	What one has observed using senses or instruments.
<b>Orbit:</b>	A path described by one body in its revolution about another (as by the earth about the sun or by an electron about an atomic nucleus).
<b>Periodic table:</b>	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
<b>pH:</b>	The measure of the acidity or alkalinity of a solution.
<b>Potential energy:</b>	Energy stored in a physical system due to the object's configuration and position.

<b>Proton:</b>	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
<b>Scientist:</b>	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
<b>Space:</b>	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
<b>Theory :</b>	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
<b>van der Waals Force:</b>	A weak force of attraction between electrically neutral molecules that collide with or pass very close to each other. The van der Waals force is caused by the attraction between electron-rich regions of one molecule and electron-poor regions of another (the attraction between the molecules seen as electric dipoles).
<b>Wavelength:</b>	The distance between crests of a wave.



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**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7920010
<b>Course Title:</b>	Science: 9-12
<b>Previous Course Title:</b>	Applied Science
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- life science:
  - plants and animals
  - human growth and development
- physical science:
  - matter and energy
  - force and motion
- earth science:
  - climate and weather
  - the solar system
- application of scientific knowledge

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.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

## Course Number: 7920010 - Science: 9-12

Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by

**Course Number: 7920010 - Science: 9-12**

an individual student.

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. Laboratory activities including the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

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

**After successfully completing this course, the student will:**

- 1. Use the scientific method and general science skills to solve problems (e.g., making observations, using scientific tools, conducting experiments, using safe procedures).**

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt

\_\_\_ verbal prompt

\_\_\_ visual prompt

\_\_\_ assistive technology

\_\_\_ supervision

\_\_\_ other: \_\_\_\_\_

- 
- 1.1. Identify characteristics of major elements of the scientific process. (CL.B.4.In.1, CL.B.4.Su.1)

Specify: \_\_\_  using methods and tools of observation and measurement

\_\_\_  experimenting and reproducing results

\_\_\_  controlling conditions

\_\_\_  testing hypotheses and investigating

\_\_\_  determining cause and effect and making inferences

\_\_\_  drawing conclusions based on observations

\_\_\_  other: \_\_\_\_\_

**Course Number: 7920010 - Science: 9-12**

- 1.2. Identify basic apparatus and equipment used for scientific study.  
Specify: \_\_\_\_\_  beakers, test tubes, pipette  
\_\_\_\_\_  microscope, magnifying glass, thermometer  
\_\_\_\_\_  scales, other measurement devices  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.3. Identify and follow safety practices and considerations needed when conducting scientific activities.  
Specify: \_\_\_\_\_  wear protective goggles, clothing, gloves  
\_\_\_\_\_  use and store chemicals appropriately  
\_\_\_\_\_  handle materials and animals appropriately  
\_\_\_\_\_  use equipment, including gas and electrical devices, safely  
\_\_\_\_\_  identify hazards and potentially dangerous situations—  
flame, fumes, broken glass, poisons  
\_\_\_\_\_  respond effectively to emergency situations  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.4. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 1.5. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 1.6. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 1.7. *Safely handle potentially harmful objects and materials (Social and Personal D 34: IV)*
- 1.8. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 1.9. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 1.10. Follow a systematic approach using scientific concepts and processes to solve problems in accomplishing functional tasks (e.g., predicting what will happen if I put too much air in a bicycle tire, testing which type of battery will last longer in a portable CD player). (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  determine the question to be answered  
\_\_\_\_\_  select subjects, conditions, and treatments  
\_\_\_\_\_  make reasonable hypothesis  
\_\_\_\_\_  apply treatment or procedures to obtain result  
\_\_\_\_\_  check results for accuracy and reliability  
\_\_\_\_\_  explain results  
\_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7920010 - Science: 9-12**

**2. Use skills to locate information and present ideas regarding knowledge about science and its application to personal life and the community.**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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2.1. Identify general sources of information about science that are reliable and accurate to complete school assignments and functional tasks (e.g., looking up information about a type of fish, gathering information about local recycling efforts, investigating public issues). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  newspapers                \_\_\_  magazines                \_\_\_  television  
          \_\_\_  radio                                \_\_\_  people                                \_\_\_  Internet  
          \_\_\_  other: \_\_\_\_\_

2.2. Identify types of information related to science in reference books or resources on science (e.g., descriptions and diagrams of scientific concepts, results of research, definitions). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  textbooks                      \_\_\_  encyclopedias                      \_\_\_  reference books  
          \_\_\_  other: \_\_\_\_\_

2.3. Locate and use information related to science from various types of books and resources. (CL.B.1.In.1, CL.B.1.In.2, CL.B.1.Su.1, CL.B.1.Su.2)

Specify: \_\_\_  newspapers                \_\_\_  magazines                \_\_\_  television  
          \_\_\_  radio                                \_\_\_  people                                \_\_\_  Internet  
          \_\_\_  textbooks                      \_\_\_  encyclopedias                      \_\_\_  reference books  
          \_\_\_  other: \_\_\_\_\_

2.4. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*

**Course Number: 7920010 - Science: 9-12**

2.5. Evaluate the correctness and accuracy of information in materials used in science (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

2.6. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*

2.7. Use strategies to relate and integrate new information about science with own previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  identify common elements or events  
\_\_\_\_\_  distinguish what is different  
\_\_\_\_\_  relate new information to concepts already understood  
\_\_\_\_\_  other: \_\_\_\_\_

2.8. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 18: VII)*

2.9. Communicate information about science in an accurate, complete, and objective manner using written or verbal formats (e.g., tell another what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of an experiment for the school's webpage). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  notes \_\_\_\_\_  summaries \_\_\_\_\_  reports  
\_\_\_\_\_  other: \_\_\_\_\_

2.10. Document activities or experiments performed accurately to accomplish functional tasks (e.g., keep an accurate record of observations, keep an accurate journal, keep track of daily measurements). (CL.B.2.In.1, CL.B.2.Su.1)

2.11. Organize information about science based on intended use. (CL.B.1.In.3)

Specify: \_\_\_\_\_  by date \_\_\_\_\_  by classification  
\_\_\_\_\_  by categories \_\_\_\_\_  by topics or events  
\_\_\_\_\_  by characteristics \_\_\_\_\_  by size  
\_\_\_\_\_  other: \_\_\_\_\_

**3. Demonstrate knowledge of plants and animals (e.g., interdependency of plants and animals, interaction with environment).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Course Number: 7920010 - Science: 9-12**

- 3.9. Identify events in the life cycle of an animal and the process of animal reproduction.  
Specify: \_\_\_\_\_  reproduction processes—cell division, eggs, live births  
          \_\_\_\_\_  developmental stages  
          \_\_\_\_\_  metamorphosis  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.10. Identify ways that humans use animals for food, medicines, clothing, work, and pets.
- 3.11. Identify how animals are adapted to their environments (e.g., white fur on polar bears, camouflage color on snakes).
- 3.12. Identify various structures and reactions of animals for survival (e.g., coloring, poison, speed, teeth, horns, barbs, protective odor, bitter taste).
- 3.13. Identify common animals that may be dangerous to humans and what to do when exposed to such animals (e.g., poisonous snakes, insects, or sea life; animals with rabies or other diseases).
- 3.14. Identify ways that changes in the environment due to human activity can negatively impact animal life.
- 3.15. Demonstrate awareness that some animals are endangered and of ways that humans can protect them (e.g., sea turtles, spotted owls).

**Aquatic Life**

- 3.16. Identify characteristics of aquatic life.  
Specify: \_\_\_\_\_  saltwater and freshwater habitats  
          \_\_\_\_\_  mammals, fish, and other aquatic animals  
          \_\_\_\_\_  algae, kelp, seaweed, and other aquatic plants  
          \_\_\_\_\_  types of aquatic life and environments in the local environment  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.17. Identify ways that humans use aquatic life and environments for food, medicines, other products, recreation, and pets.
- 3.18. Identify ways that human activity can negatively impact aquatic life.
- 4. Demonstrate knowledge of growth and development of human body systems and their functions relevant to personal needs (e.g., adolescence and adulthood, disease, reproduction, nutrition).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                        \_\_\_ other: \_\_\_\_\_

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**Course Number: 7920010 - Science: 9-12**

- 4.1. Demonstrate knowledge of major body systems including their structures and functions (e.g., cells, tissues, and organs).  
Specify: \_\_\_\_\_  circulatory      \_\_\_\_\_  respiratory      \_\_\_\_\_  digestive  
          \_\_\_\_\_  excretory      \_\_\_\_\_  reproductive      \_\_\_\_\_  nervous  
          \_\_\_\_\_  skeletal      \_\_\_\_\_  muscular      \_\_\_\_\_  other: \_\_\_\_\_
- 4.2. *Identify body parts and gender. (Social and Personal D 39: III)*
- 4.3. Demonstrate knowledge of how the various systems of the body are related to each other.
- 4.4. Demonstrate knowledge of concepts of human growth and maturation.  
Specify: \_\_\_\_\_  major stages of growth—infancy, childhood, adolescence, adulthood, old age  
          \_\_\_\_\_  physical, mental, and emotional changes of humans  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.5. Demonstrate knowledge of concepts of heredity and reproduction.  
Specify: \_\_\_\_\_  development of the reproductive system—males and females  
          \_\_\_\_\_  process of fertilization and stages of pregnancy  
          \_\_\_\_\_  birth  
          \_\_\_\_\_  individual responsibilities in family planning  
          \_\_\_\_\_  risks of diseases and tobacco, alcohol, and other drug abuse to the fetus  
          \_\_\_\_\_  knowledge of heredity; i.e., characteristics that are inherited from parents  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.6. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 4.7. Identify basic physical needs of the human body, including food, air, shelter, exercise, and rest. (IF.A.1.In.2, IF.A.1.Su.2)
- 4.8. Identify the effects of various diseases on systems of the human body.  
(IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  common communicable diseases and symptoms  
          \_\_\_\_\_  life-threatening diseases—cancer, heart disease, emphysema  
          \_\_\_\_\_  sexually transmitted diseases, including HIV/AIDs  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.9. Demonstrate knowledge of the effects of nutrition on systems of the human body.  
(IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  using the Food Guide Pyramid for a balanced diet  
          \_\_\_\_\_  identifying common effects of malnutrition  
          \_\_\_\_\_  distinguishing nutrient-dense from nutrient-poor foods  
          \_\_\_\_\_  identifying the impact of emotional problems on nutrition  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.10. *Discriminate food items from nonfood items. (Social and Personal A 10: III)*

**Course Number: 7920010 - Science: 9-12**

- 4.11. Demonstrate awareness of the effects of drugs and other chemicals on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  use of prescription and over-the-counter drugs  
          \_\_\_\_\_  allergic drug reactions  
          \_\_\_\_\_  impact of tobacco and alcohol  
          \_\_\_\_\_  relation of emotional and social problems with alcohol and other drug abuse  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.12. *Recognize the health risks associated with substance abuse. (Social and Personal E 42: V)*
- 4.13. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 4.14. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 4.15. Demonstrate knowledge of the effects of exercise and rest on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  benefits of a regular exercise program—weight control, stamina  
          \_\_\_\_\_  types of exercise—aerobic, strength-conditioning  
          \_\_\_\_\_  use of exercise to relieve stress  
          \_\_\_\_\_  importance of sleep and rest in maintaining body's functions  
          \_\_\_\_\_  impact of chronic fatigue on body's functions  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.16. Demonstrate knowledge of the effects of emotional and social factors on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  effects of positive outlook and social relationships on health and illness  
          \_\_\_\_\_  negative impacts of emotional and social factors—eating disorders, digestive disorders, addictions  
          \_\_\_\_\_  impact of positive and negative role models and peer pressure  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.17. Demonstrate knowledge of the importance of maintaining good personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  acceptable personal hygiene habits  
          \_\_\_\_\_  acceptable personal appearance  
          \_\_\_\_\_  importance to physical health  
          \_\_\_\_\_  importance to social relationships  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.18. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*
- 4.19. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV).*

**Course Number: 7920010 - Science: 9-12**

- 4.20. Demonstrate awareness of first aid techniques. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  stopping bleeding and applying bandages  
\_\_\_\_\_  taking care of burns, poisons, and wounds  
\_\_\_\_\_  using cardiopulmonary resuscitation (CPR)  
\_\_\_\_\_  getting help when needed  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.21. *Demonstrate or indicate knowledge of basic first aid principles.*  
(*Social and Personal E 45: VI*)
- 4.22. Identify sources of medical assistance and emergency help (e.g., doctors, dentists, nutritionists, hospital, clinic, support groups, fitness centers, health care agencies, rehabilitation centers, 911, police, fire department, emergency centers). (IF.A.2.In.1, IF.A.2.Su.1)

**5. Demonstrate knowledge of the ecology of natural resources and the importance of protection of the natural systems on Earth (e.g., recycling, human responsibility for the environment).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 5.1. Identify characteristics of the physical environment of the Earth.  
Specify: \_\_\_\_\_  composition of land—soil, sand, rocks, minerals  
\_\_\_\_\_  composition of the ocean and other bodies of water  
\_\_\_\_\_  physical features of the earth’s surface—topography of land and sea  
\_\_\_\_\_  forces that change the surface of the earth—weather, man, earthquake, erosion  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.2. Demonstrate knowledge of the water cycle and its impact on water resources (e.g., relation to climatic patterns, renewal of water supplies).
- 5.3. Identify the importance of the food chain and the global food web and their impact on resources.  
Specify: \_\_\_\_\_  producers, consumers, decomposers  
\_\_\_\_\_  effects of human activity on food chains  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.4. Demonstrate knowledge of how the surface of the Earth changes.  
Specify: \_\_\_\_\_  slow processes—erosion  
\_\_\_\_\_  fast processes—earthquakes, landslides  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.5. Demonstrate knowledge of the effects of human activity on various habitats, the physical environment, and the need for environmental protection.

**Course Number: 7920010 - Science: 9-12**

- 5.6. Demonstrate knowledge of major types of renewable and nonrenewable natural resources and the need for conservation measures.
- 5.7. Demonstrate knowledge of major types of pollution and related means of prevention or control.
- 5.8. Identify techniques and benefits of recycling various kinds of materials.  
Specify: \_\_\_\_\_  paper      \_\_\_\_\_  glass      \_\_\_\_\_  cans      \_\_\_\_\_  plastic  
          \_\_\_\_\_  other: \_\_\_\_\_

- 5.9. Identify techniques and legal requirements related to the disposal of certain hazardous waste materials.  
Specify: \_\_\_\_\_  oil and gas      \_\_\_\_\_  cleaning products      \_\_\_\_\_  paints and polishes  
          \_\_\_\_\_  batteries      \_\_\_\_\_  fluorescent bulbs      \_\_\_\_\_  aerosol cans  
          \_\_\_\_\_  other \_\_\_\_\_

**6. Demonstrate knowledge of the application of concepts of matter and energy, force, and motion as they relate to daily living and the workplace (e.g., properties of matter; forms of energy; relationships among energy, force, and work; simple machines; gravity).**

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_
- 

- 6.1. Demonstrate knowledge of different states of matter—solids, liquids, and gases.
- 6.2. Demonstrate knowledge of types of changes in states of matter and how these changes occur and relate to loss of heat (energy).  
Specify: \_\_\_\_\_  physical—breaking down, freezing, boiling, vaporizing  
          \_\_\_\_\_  chemical—rust, decomposing, burning
- 6.3. Identify the concepts of and relationships among energy, force, and work.
- 6.4. Identify characteristics of the major forms of energy—sound, heat, mechanical.
- 6.5. Demonstrate knowledge of different sources of energy and the forces that are derived by them (e.g., solar, water, wind, nuclear, fossil fuels).
- 6.6. Demonstrate knowledge of the importance of conservation of energy resources.



**Course Number: 7920010 - Science: 9-12**

- 6.7. Demonstrate knowledge of electricity as a type of energy.  
Specify: \_\_\_\_\_  static and current electricity  
\_\_\_\_\_  types of circuits—series and parallel  
\_\_\_\_\_  conductors and nonconductors of electricity  
\_\_\_\_\_  uses of electricity in daily activities and work  
\_\_\_\_\_  sources of electrical power—circuits, batteries  
\_\_\_\_\_  potential safety hazards—overloaded circuits, exposed wires, fire  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.8. Demonstrate knowledge of the properties of magnetism.  
Specify: \_\_\_\_\_  magnetic and nonmagnetic materials  
\_\_\_\_\_  uses of magnetism in daily activities and work  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.9. Demonstrate knowledge of the properties of gravity.  
Specify: \_\_\_\_\_  nature of gravity on earth and in space  
\_\_\_\_\_  effects of gravity  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.10. Demonstrate knowledge of simple machines and their relation to work.  
Specify: \_\_\_\_\_  concept and purpose  
\_\_\_\_\_  types of simple machines—lever, pulley, inclined plane  
\_\_\_\_\_  uses of simple machines in daily activities and work  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.11. Demonstrate knowledge of the effects of force on motion.  
Specify: \_\_\_\_\_  friction, gravity, and inertia  
\_\_\_\_\_  identify types of movement used for work—pushing, pulling, lifting  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.12. Demonstrate knowledge of the concept of light.  
Specify: \_\_\_\_\_  properties of light including the color spectrum  
\_\_\_\_\_  natural and artificial light  
\_\_\_\_\_  transparent, translucent, opaque  
\_\_\_\_\_  how the eye uses light to see  
\_\_\_\_\_  potential hazards of bright lights  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.13. Demonstrate knowledge of the concept of sound.  
Specify: \_\_\_\_\_  properties of sound waves and vibration  
\_\_\_\_\_  how the ear uses sound to hear  
\_\_\_\_\_  potential hazards of loud noises  
\_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7920010 - Science: 9-12**

8.3. Identify methods used to measure the weather and how that information is used.

Specify: \_\_\_\_\_  temperature, precipitation, wind  
\_\_\_\_\_  meteorology and weather predictions  
\_\_\_\_\_  other: \_\_\_\_\_

8.4. Demonstrate knowledge of the impact of climate on human activity (e.g., economic activity, social activity, leisure activity).

8.5. Demonstrate knowledge of the impact of weather on humans.

Specify: \_\_\_\_\_  need to select suitable clothing based on the weather  
\_\_\_\_\_  effects on moods and emotions  
\_\_\_\_\_  effects on activities  
\_\_\_\_\_  effects on economy  
\_\_\_\_\_  other: \_\_\_\_\_

8.6. Identify characteristics of types of adverse weather.

Specify: \_\_\_\_\_  thunderstorms, tornadoes, hurricanes, floods, blizzards  
\_\_\_\_\_  other: \_\_\_\_\_

8.7. Identify appropriate responses to adverse weather conditions.

Specify: \_\_\_\_\_  heeding warnings, evacuation, following recommended procedures  
\_\_\_\_\_  other: \_\_\_\_\_

8.8. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

**9. Demonstrate knowledge of the application of scientific concepts and processes in personal life, the community, and the world of work (e.g., use of senses and tools to obtain information, importance of accuracy, understanding patterns of events).**

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.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Science Occupations**

9.1. Identify general characteristics of the career cluster related to science (e.g., technical knowledge and expertise, related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

**Course Number: 7920010 - Science: 9-12**

- 9.2. Identify specific jobs associated with the career cluster related to science (e.g., health services, agriculture, horticulture, meteorology, engineering). (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_\_\_  entry level                      \_\_\_\_\_  technical support positions  
              \_\_\_\_\_  advanced level                      \_\_\_\_\_  professional positions  
              \_\_\_\_\_  other: \_\_\_\_\_
- 9.3. Identify advantages and disadvantages of specified occupations in career cluster related to science (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require extensive training). (CL.C.1.In.1, CL.C.1.Su.1)
- 9.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster related to science (e.g., problem solving, making careful observations). (CL.C.1.In.1, CL.C.1.Su.1)
- 9.5. Identify trends in the local job market for specific jobs within the career cluster related to science (e.g., involvement with technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 9.6. Identify educational and training requirements for jobs within the career cluster related to science (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 9.7. Identify career advancement opportunities for jobs within the career cluster related to science. (CL.C.1.In.1, CL.C.1.Su.1)

**Using Science in Everyday Life**

- 9.8. Demonstrate knowledge that scientific study is one way of answering questions and explaining the natural world.
- 9.9. Demonstrate knowledge that science and technology have improved many aspects of daily living, including transportation, health, sanitation, and communication.
- 9.10. Demonstrate knowledge that changes in scientific knowledge occur as a result of investigation, experimentation, and chance events.
- 9.11. Demonstrate knowledge that natural events are predictable and occur in patterns (e.g., tides, seasons of the year, life cycle).
- 9.12. Identify situations in daily life when scientific laws and principles are applied (e.g., laws of force and motion—magnetism, velocity, aerodynamics, gravity).

# Course: 7915015 Access Health Opportunities Through Physical Education 9-12

Direct link to this page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1808.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Access Health Opportunities Through Physical Education 9-12
<b>Course Number:</b>	7915015
<b>Course Abbreviated Title:</b>	ACCESS HOPE 9-12
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> » <b>Grade Group:</b> <a href="#">Senior High and Adult</a> » <b>Subject:</b> <a href="#">Miscellaneous</a> »
<b>Number of Credits:</b>	Course may be taken for up to two credits
<b>Course length:</b>	/M
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p><b>Access Courses:</b> Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which 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 a significant cognitive disability.</p> <p><b>Subject Relevance:</b> The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities. Actively participating in physical activities enhances the quality of life's experiences. Individual activities develop physical fitness, self-esteem, and confidence. Shared activities additionally promote the development of interpersonal relationships, communication skills, understanding group dynamics, following rules, and problem solving. In both cases, the benefits increase access and involvement in recreation and social activities.</p> <p>Physical education actively engages the sensory experiences of movement, sight, touch, and sounds in a variety of activities, including basic movement skills, physical fitness, rhythms and dance, games, team, dual and individual sports, tumbling and gymnastics, and aquatics. Further, physical education engages students in the acts of developing, rehearsing, and refining gross and fine motor skills, all of which enhance active participation in the learning process. While some students may participate in physical education to explore, develop, and refine their physical skills and activity interests, others may participate to extend their physical endurance, practice health-enhancing exercises, and expand their circle of friends.</p> <p>Developing physical skills and team sensibilities through physical education promotes active participation in home, school, and community learning and social activities, which, in turn, promotes participation in life.</p> <p><b>Access HOPE 9-12</b></p> <p><b>Major Concepts/Content:</b></p> <p>The content is intended to develop or expand the student's understanding of:</p> <ul style="list-style-type: none"><li>• Physical Activity</li><li>• Components of Physical Fitness</li><li>• Nutrition and Wellness Planning</li><li>• Diseases and Disorders</li><li>• Health Advocacy</li><li>• First Aid/CPR</li><li>• Alcohol, Tobacco, and Drug Prevention</li><li>• Human Sexuality, including Abstinence and HIV</li><li>• Cognitive Abilities</li><li>• Lifetime Fitness</li><li>• Movement</li><li>• Responsible Behaviors and Values</li></ul>

## RELATED ACCESS POINTS: Independent(93) Supported(99) Participatory(96)

<a href="#">MA.912.S.1.1</a> :	Formulate an appropriate research question to be answered by collecting data or performing an experiment.
<a href="#">MA.912.F.3.1</a> :	Compare the advantages and disadvantages of using cash versus a credit card.

**Access Points:**

- [MA.912.F.3.In.a](#): Identify wise consumer strategies for cash purchases, such as counting change, rounding up, and adding the tax.
- [MA.912.F.3.In.b](#): Identify advantages and disadvantages of using alternate forms for payment, such as checks, gift cards, debit cards, and credit cards.
- [MA.912.F.3.Su.a](#): Use wise consumer strategies for paying with cash, such as rounding to the next dollar.
- [MA.912.F.3.Su.b](#): Identify examples of alternate forms of payment, including debit cards, checks, gift cards, and credit cards.
- [MA.912.F.3.Pa.a](#): Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.

[MA.912.F.4.1](#) :

Develop personal budgets that fit within various income brackets.

**Access Points:**

- [MA.912.F.4.In.a](#): Create a personal budget that fits take-home income after taxes.
- [MA.912.F.4.Su.a](#): Distinguish between income and expenses.
- [MA.912.F.4.Su.b](#): Identify a personal budget that fits take-home income after taxes.
- [MA.912.F.4.Pa.a](#): Identify common items or services that have a cost.

[MA.912.A.10.1](#) :

Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.

**Access Points:**

- [MA.912.A.10.In.a](#): Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.
- [MA.912.A.10.In.b](#): Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.
- [MA.912.A.10.Su.a](#): Use visual and physical models as strategies for solving real-world mathematical problems.
- [MA.912.A.10.Pa.a](#): Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.

[LA.910.2.2.1](#) :

The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

**Access Points:**

- [LA.910.2.2.In.a](#): Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).
- [LA.910.2.2.Su.a](#): Identify information in text features (e.g. title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary).
- [LA.910.2.2.Pa.a](#): Recognize persons, objects, and actions in read-aloud informational text.

[LA.910.5.2.1](#) :

The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

**Access Points:**

- [LA.910.5.2.In.a](#): Use a specified listening strategy according to the intended purpose (e.g. solving a problem, remembering information).
- [LA.910.5.2.Su.a](#): Use a listening strategy (e.g. facing the speaker and restating the information) to gather information for a task.
- [LA.910.5.2.Pa.a](#): Listen and demonstrate understanding of information presented in daily activities.

[LA.910.6.3.1](#) :

The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;

**Access Points:**

- [LA.910.6.3.In.a](#): Identify persuasive techniques used in advertisements in multiple media sources (e.g. television, internet, newspaper, magazines).
- [LA.910.6.3.Su.a](#): Recognize persuasive techniques used in advertisements in a media source (e.g. television, internet, newspaper, magazines).
- [LA.910.6.3.Pa.a](#): Recognize persuasive information presented in mass media.

[HE.912.B.1.1](#) :

Verify the validity of health information, products, and services.

**Access Points:**

- [HE.912.B.1.In.a](#): Use given criteria to assess the validity of health information, products, and services,

such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.

- [HE.912.B.1.Su.a](#): Use given criteria to determine the validity of selected health information, products, and services, such as magazine articles, the use of diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals.
- [HE.912.B.1.Pa.a](#): Verify accurate (valid) health information, products, and services by confirming with a trusted adult or health professional.

#### [HE.912.B.2.1](#) :

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

##### **Access Points:**

- [HE.912.B.2.In.a](#): Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.
- [HE.912.B.2.Su.a](#): Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.
- [HE.912.B.2.Pa.a](#): Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.

#### [HE.912.B.3.1](#) :

Determine the value of applying a thoughtful decision-making process in health-related situations.

##### **Access Points:**

- [HE.912.B.3.In.a](#): Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.
- [HE.912.B.3.Su.a](#): Identify the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.
- [HE.912.B.3.Pa.a](#): Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as decisions regarding sexual activity, alcohol consumption, and organ donation.

#### [HE.912.B.4.1](#) :

Evaluate personal health practices and overall health status to include all dimensions of health.

##### **Access Points:**

- [HE.912.B.4.In.a](#): Assess personal health practices and identify overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.
- [HE.912.B.4.Su.a](#): Examine personal health practices and recognize overall health status for a selected dimension of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.
- [HE.912.B.4.Pa.a](#): Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.

#### [HE.912.C.1.1](#) :

Predict how healthy behaviors can affect health status.

##### **Access Points:**

- [HE.912.C.1.In.a](#): Explain how healthy behaviors can affect health status, such as healthy fast food selections, regular medical screenings, and regular physical activity.
- [HE.912.C.1.Su.a](#): Identify how healthy behaviors can affect health status, such as healthy fast food selections, regular medical screenings, and regular physical activity.
- [HE.912.C.1.Pa.a](#): Recognize ways personal health can be affected by healthy behaviors, such as healthy fast food selections, regular medical checkups, and physical activity.

#### [HE.912.C.2.1](#) :

Analyze how the family influences the health of individuals.

##### **Access Points:**

- [HE.912.C.2.In.a](#): Explain how the family influences the health of individuals, such as nutritional management of meals, the composition of the family, and health insurance status.
- [HE.912.C.2.Su.a](#): Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health insurance status.
- [HE.912.C.2.Pa.a](#): Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the composition of the family.

#### [HE.912.P.1.1](#) :

Analyze the role of individual responsibility in enhancing health.

##### **Access Points:**

- [HE.912.P.1.In.a](#): Examine the role of individual responsibility in enhancing health, such as making good

	<p>fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.</p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.P.1.Su.a</a>: Explain the role of individual responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.</li> <li>• <a href="#">HE.912.P.1.Pa.a</a>: Identify that it is important to take personal responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.</li> </ul>
<p><a href="#">PE.912.L.1.1</a> :</p>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.L.1.In.a</a>: Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week.</li> <li>• <a href="#">PE.912.L.1.Su.a</a>: Participate in a variety of moderate to vigorous modified physical activities beyond physical education five or more days of the week.</li> <li>• <a href="#">PE.912.L.1.Pa.a</a>: Participate in a variety of modified physical activities beyond physical education five or more days of the week.</li> </ul>
<p><a href="#">PE.912.L.2.1</a> :</p>	<p>Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.L.2.In.a</a>: Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing, assessing, and modifying a personal fitness program.</li> <li>• <a href="#">PE.912.L.2.Su.a</a>: Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and modifying a personal fitness program in collaboration with a teacher.</li> <li>• <a href="#">PE.912.L.2.Pa.a</a>: Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in and modifying a personal fitness program in collaboration with a teacher.</li> </ul>
<p><a href="#">PE.912.R.2.1</a> :</p>	<p>Select and participate 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.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.R.2.In.a</a>: Participate 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.</li> <li>• <a href="#">PE.912.R.2.Su.a</a>: Participate in selected physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</li> <li>• <a href="#">PE.912.R.2.Pa.a</a>: Participate in modified physical activities outside of the school setting that contribute to personal enjoyment and maintenance of a healthy lifestyle.</li> </ul>
<p><a href="#">HE.912.B.2.2</a> :</p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.B.2.In.b</a>: Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives.</li> <li>• <a href="#">HE.912.B.2.Su.b</a>: Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives.</li> <li>• <a href="#">HE.912.B.2.Pa.b</a>: Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements.</li> </ul>
<p><a href="#">HE.912.B.3.2</a> :</p>	<p>Examine barriers that can hinder healthy decision-making.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.B.3.In.b</a>: Explain barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.</li> <li>• <a href="#">HE.912.B.3.Su.b</a>: Describe barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.</li> <li>• <a href="#">HE.912.B.3.Pa.b</a>: Identify selected barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors.</li> </ul>
<p><a href="#">HE.912.B.4.2</a> :</p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p>



**Access Points:**

- [HE.912.B.4.In.b](#): Use selected strategies to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.
- [HE.912.B.4.Su.b](#): Follow a selected procedure to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.
- [HE.912.B.4.Pa.b](#): Follow guided steps to develop a selected plan for achieving a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

[HE.912.C.1.2](#) :

Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.

**Access Points:**

- [HE.912.C.1.In.b](#): Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.
- [HE.912.C.1.Su.b](#): Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.
- [HE.912.C.1.Pa.b](#): Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.

[HE.912.C.2.2](#) :

Compare how peers influence healthy and unhealthy behaviors.

**Access Points:**

- [HE.912.C.2.In.b](#): Examine how peers influence healthy and unhealthy behaviors, such as binge drinking and social groups, pressuring a girlfriend or boyfriend to be sexually active, and student recommendations for school vending machines.
- [HE.912.C.2.Su.b](#): Describe how peers influence healthy and unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.
- [HE.912.C.2.Pa.b](#): Recognize ways peers influence healthy or unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.

[HE.912.P.1.2](#) :

Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.

**Access Points:**

- [HE.912.P.1.In.b](#): Use healthy practices and behaviors that will maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet.
- [HE.912.P.1.Su.b](#): Perform healthy practices and behaviors that will maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet.
- [HE.912.P.1.Pa.b](#): Perform a healthy practice and a healthy behavior to maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet.

[HE.912.P.2.2](#) :

Demonstrate how to influence and support others in making positive health choices.

**Access Points:**

- [HE.912.P.2.In.b](#): Demonstrate basic ways to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating and personal relationships.
- [HE.912.P.2.Su.b](#): Demonstrate a basic way to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating and personal relationships.
- [HE.912.P.2.Pa.b](#): Encourage others to make positive health choices.

[PE.912.L.1.2](#) :

Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.

**Access Points:**

- [PE.912.L.1.In.b](#): Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- [PE.912.L.1.Su.b](#): Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
- [PE.912.L.1.Pa.b](#): Participate in a variety of selected modified activities that promote cardiorespiratory

fitness, muscular strength and endurance, flexibility, and body composition.

[PE.912.L.2.2](#) :

Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.

**Access Points:**

- [PE.912.L.2.In.b](#): Select goals, identify strategies, and create a timeline for a personal physical activity plan.
- [PE.912.L.2.Su.b](#): Select goals, recognize strategies, and create a timeline for a personal physical activity plan.
- [PE.912.L.2.Pa.b](#): Select a goal and timeline for a personal physical activity plan.

[PE.912.R.1.2](#) :

Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

**Access Points:**

- [PE.912.R.1.In.b](#): Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- [PE.912.R.1.Su.b](#): Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- [PE.912.R.1.Pa.b](#): Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.

[PE.912.R.2.2](#) :

Discuss physical activities from which benefits can be derived.

**Access Points:**

- [PE.912.R.2.In.b](#): Describe physical activities from which physical, mental, emotional, and social benefits can be derived.
- [PE.912.R.2.Su.b](#): Identify physical activities from which physical, mental, emotional, and social benefits can be derived.
- [PE.912.R.2.Pa.b](#): Associate physical activities with selected benefits, such as physical, mental, emotional, or social.

[MA.912.S.3.3](#) :

Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data.

**Access Points:**

- [MA.912.S.3.In.c](#): Determine the mode by identifying the number that occurs most often and the mean by finding the average.
- [MA.912.S.3.Su.c](#): Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers.
- [MA.912.S.3.Pa.a](#): Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.

[LA.910.5.2.3](#) :

The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

**Access Points:**

- [LA.910.5.2.In.c](#): Adjust voice and body movement as appropriate for speaking in real-world situations.
- [LA.910.5.2.Su.c](#): Use voice and body movement as appropriate for speaking in real-world situations.
- [LA.910.5.2.Pa.c](#): Communicate information and preferences in a variety of familiar situations.

[HE.912.B.1.3](#) :

Evaluate the accessibility of products and services that enhance health.

**Access Points:**

- [HE.912.B.1.In.c](#): Determine the accessibility of products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments.
- [HE.912.B.1.Su.c](#): Identify the accessibility of products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments.
- [HE.912.B.1.Pa.c](#): Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments.

[HE.912.B.2.3](#) :

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Access Points:**

- [HE.912.B.2.In.c](#): Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict

- resolution skills.
- [HE.912.B.2.Su.c](#): Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict resolution skills.
  - [HE.912.B.2.Pa.c](#): Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements.

[HE.912.B.3.3](#) :

Assess whether individual or collaborative decision-making is needed to make a healthy decision.

**Access Points:**

- [HE.912.B.3.In.c](#): Determine whether individual or collaborative decision-making is needed to make a healthy decision, such as planning a post high school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.
- [HE.912.B.3.Su.c](#): Determine whether individual or collaborative decision-making is needed to make a healthy decision in selected situations, such as planning a post high school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.
- [HE.912.B.3.Pa.c](#): Identify the need for individual or collaborative decision-making in selected health-related situations, such as planning a post high school career/education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.

[HE.912.B.4.3](#) :

Implement strategies and monitor progress in achieving a personal health goal.

**Access Points:**

- [HE.912.B.4.In.c](#): Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
- [HE.912.B.4.Su.c](#): Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
- [HE.912.B.4.Pa.c](#): Use a selected strategy and track progress toward achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports.

[HE.912.C.2.3](#) :

Assess how the school and community can affect personal health practice and behaviors.

**Access Points:**

- [HE.912.C.2.In.c](#): Describe how the school and community can influence personal health practice and behavior, such as healthy foods in vending machines, required health education, and health screenings.
- [HE.912.C.2.Su.c](#): Identify how the school and community can influence personal health practice and behavior, such as having healthy food in vending machines, required health education, and health screenings.
- [HE.912.C.2.Pa.c](#): Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings.

[HE.912.P.1.3](#) :

Critique a variety of behaviors that avoid or reduce health risks.

**Access Points:**

- [HE.912.P.1.Su.c](#): Explain a variety of behaviors that avoid or reduce health risks, such as avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental health services when needed.
- [HE.912.P.1.Pa.c](#): Identify selected behaviors that avoid or reduce common health risks, such as riding with trusted drivers, making good personal lifestyle choices, and seeking mental health services when needed.

[HE.912.P.2.3](#) :

Work cooperatively as an advocate for improving personal, family and community health.

**Access Points:**

- [HE.912.P.2.In.c](#): Work with others to advocate for improving personal, family, and community health, such as supporting local availability of healthy food options and shopping at environmentally friendly vendors.
- [HE.912.P.2.Su.c](#): Work with others to promote health practices that improve personal, family, or community health, such as supporting local availability of healthy food options and environmentally friendly shopping.
- [HE.912.P.2.Pa.c](#): Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options or environmentally friendly shopping.

[PE.912.L.1.3](#) :

Participate in a variety of activities that promote effective stress management.

**Access Points:**

- [PE.912.L.1.In.c](#): Participate in a variety of basic activities that promote effective stress management.
- [PE.912.L.1.Su.c](#): Participate in a variety of selected basic activities that promote effective stress management.
- [PE.912.L.1.Pa.c](#): Participate in a variety of selected modified activities that promote effective stress management.

[PE.912.L.2.3](#) :

Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.

**Access Points:**

- [PE.912.L.2.In.c](#): Use a variety of resources, including available technology, to design and assess their personal physical activity plan.
- [PE.912.L.2.Su.c](#): Use a variety of resources, including available technology, to assess a personal activity plan.
- [PE.912.L.2.Pa.c](#): Use resources, including available technology, to recognize the effect of a personal activity plan.

[PE.912.R.1.3](#) :

Demonstrate responsible behaviors during physical activities.

**Access Points:**

- [PE.912.R.1.In.c](#): Use responsible behaviors during physical activities, such as control emotions, resolve conflicts, respect opponents and officials, and accept both victory and defeat.
- [PE.912.R.1.Su.c](#): Use responsible behaviors during selected physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat.
- [PE.912.R.1.Pa.c](#): Use selected responsible behaviors during selected physical activities, such as control emotions and respect opponents and officials.

[PE.912.R.2.3](#) :

Explore the role of games, sports, and/or physical activities in other cultures.

**Access Points:**

- [PE.912.R.2.In.c](#): Identify the role of games, sports, or physical activities in other cultures.
- [PE.912.R.2.Su.c](#): Recognize the role of games, sports, or physical activities in other cultures.
- [PE.912.R.2.Pa.c](#): Recognize a benefit of games, sports, or physical activities in other cultures.

[HE.912.B.1.4](#) :

Justify when professional health services or providers may be required.

**Access Points:**

- [HE.912.B.1.In.d](#): Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.
- [HE.912.B.1.Su.d](#): Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.
- [HE.912.B.1.Pa.d](#): Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

[HE.912.B.2.4](#) :

Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

**Access Points:**

- [HE.912.B.2.In.d](#): Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.
- [HE.912.B.2.Su.d](#): Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.
- [HE.912.B.2.Pa.d](#): Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend.

[HE.912.B.3.4](#) :

Generate alternatives to health-related issues or problems.

**Access Points:**

- [HE.912.B.3.In.d](#): Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.
- [HE.912.B.3.Su.d](#): Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.
- [HE.912.B.3.Pa.d](#): Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.

<p><a href="#">HE.912.B.4.4</a> :</p>	<p>Formulate an effective long-term personal health plan.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.B.4.Su.d</a>: Identify an effective personal health plan for a period of time, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness.</li> <li>• <a href="#">HE.912.B.4.Pa.d</a>: Follow guided steps to develop an effective personal health plan for a period of time, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness.</li> </ul>
<p><a href="#">HE.912.C.1.4</a> :</p>	<p>Analyze how heredity and family history can impact personal health.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.C.1.In.d</a>: Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.</li> <li>• <a href="#">HE.912.C.1.Su.d</a>: Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.</li> <li>• <a href="#">HE.912.C.1.Pa.d</a>: Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.</li> </ul>
<p><a href="#">HE.912.C.2.4</a> :</p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.C.2.In.d</a>: Describe how public health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and reporting communicable diseases.</li> <li>• <a href="#">HE.912.C.2.Su.d</a>: Identify ways school and public health policies can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and reporting communicable diseases.</li> <li>• <a href="#">HE.912.C.2.Pa.d</a>: Recognize ways selected school and public health policies can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and assessing health status.</li> </ul>
<p><a href="#">PE.912.L.1.4</a> :</p>	<p>Utilize the in-school and community opportunities for participation in a variety of physical activities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.L.1.In.d</a>: Participate independently in a variety of basic physical activities in school and the community.</li> <li>• <a href="#">PE.912.L.1.Su.d</a>: Participate in a variety of selected basic physical activities in school and the community.</li> <li>• <a href="#">PE.912.L.1.Pa.d</a>: Participate in selected modified physical activities in school and the community.</li> </ul>
<p><a href="#">PE.912.L.2.4</a> :</p>	<p>Apply the principles of training and conditioning in accordance with personal goals.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.L.2.In.d</a>: Use the principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals.</li> <li>• <a href="#">PE.912.L.2.Su.d</a>: Use selected principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals.</li> <li>• <a href="#">PE.912.L.2.Pa.d</a>: Use a selected principle of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals.</li> </ul>
<p><a href="#">PE.912.R.1.4</a> :</p>	<p>Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.R.1.In.d</a>: Use appropriate personal, social, and ethical behavior while participating in a variety of physical activities.</li> <li>• <a href="#">PE.912.R.1.Su.d</a>: Use appropriate personal and ethical behavior while participating in a variety of physical activities.</li> <li>• <a href="#">PE.912.R.1.Pa.d</a>: Use appropriate personal behavior while participating in a variety of physical activities.</li> </ul>
<p><a href="#">LA.910.1.6.5</a> :</p>	<p>The student will relate new vocabulary to familiar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.910.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.910.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>

<p><a href="#">LA.910.2.2.5</a> :</p>	<p>The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.2.In.e</a>: Select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.910.2.2.Su.e</a>: Select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.910.2.2.Pa.d</a>: Select nonfiction materials to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.910.5.2.5</a> :</p>	<p>The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.5.2.In.e</a>: Gather and organize information for oral presentations and integrate appropriate media.</li> <li>• <a href="#">LA.910.5.2.Su.e</a>: Locate and use information in familiar sources for oral presentations for specific occasions.</li> <li>• <a href="#">LA.910.5.2.Pa.c</a>: Communicate information and preferences in a variety of familiar situations.</li> </ul>
<p><a href="#">HE.912.B.1.5</a> :</p>	<p>Critique valid and reliable health products and services.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.B.1.In.e</a>: Describe characteristics of valid and reliable health products and services, such as their qualifications, type of service/product and provider, product safety, and reliability.</li> <li>• <a href="#">HE.912.B.1.Su.e</a>: Describe selected characteristics of valid and reliable health products and services, such as their qualifications, type of service/product and provider, product safety, and reliability.</li> <li>• <a href="#">HE.912.B.1.Pa.e</a>: Recognize selected characteristics of valid and reliable health products and services for personal health, such as type of service/product and provider, product safety, and effectiveness.</li> </ul>
<p><a href="#">HE.912.B.3.5</a> :</p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.B.3.In.e</a>: Describe the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.</li> <li>• <a href="#">HE.912.B.3.Su.e</a>: Identify the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.</li> <li>• <a href="#">HE.912.B.3.Pa.e</a>: Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus.</li> </ul>
<p><a href="#">HE.912.C.1.5</a> :</p>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.C.1.In.e</a>: Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food.</li> <li>• <a href="#">HE.912.C.1.Su.e</a>: Identify strategies to reduce or prevent injuries and other adolescent health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food.</li> <li>• <a href="#">HE.912.C.1.Pa.e</a>: Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger restraint/helmet laws or proper handling of food.</li> </ul>
<p><a href="#">HE.912.C.2.5</a> :</p>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HE.912.C.2.In.e</a>: Examine the effect of media on personal and family health, such as comparing name and store brand items in the home, analyzing television viewing habits, and identifying effective public service announcements (PSAs).</li> <li>• <a href="#">HE.912.C.2.Su.e</a>: Describe the effect of media on personal and family health, such as comparing name and store brand items in the home, analyzing television viewing habits, and identifying effective public service announcements (PSAs).</li> <li>• <a href="#">HE.912.C.2.Pa.e</a>: Recognize the effect of media on personal and family health, such as television viewing habits and sedentary lifestyle and identifying effective public service announcements (PSAs).</li> </ul>

[PE.912.L.1.5](#) :

Participate regularly in health-enhancing activities outside the physical education class setting.

**Access Points:**

- [PE.912.L.1.In.e](#): Participate regularly in basic health-enhancing activities outside the physical education class setting.
- [PE.912.L.1.Su.e](#): Participate regularly in selected, basic health-enhancing activities outside the physical education class setting.
- [PE.912.L.1.Pa.e](#): Participate regularly in selected, modified health-enhancing activities outside the physical education class setting.

[PE.912.L.2.5](#) :

Assess and evaluate the use of a variety of physical activities in developing a personal fitness program.

**Access Points:**

- [PE.912.L.2.In.e](#): Examine the use of a variety of physical activities in developing a personal fitness program.
- [PE.912.L.2.Su.e](#): Identify the use of a variety of physical activities in developing a personal fitness program.
- [PE.912.L.2.Pa.e](#): Recognize the use of a variety of physical activities in developing a personal fitness program.

[PE.912.R.1.5](#) :

Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

**Access Points:**

- [PE.912.R.1.In.e](#): Identify appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- [PE.912.R.1.Su.e](#): Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities.
- [PE.912.R.1.Pa.e](#): Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.

[HE.912.B.1.6](#) :

Justify the validity of a variety of technologies to gather health information.

**Access Points:**

- [HE.912.B.1.Su.f](#): Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays, ultrasounds, mammograms, and MRI.
- [HE.912.B.1.Pa.f](#): Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays.

[HE.912.B.3.6](#) :

Employ the healthiest choice when considering all factors in making a decision.

**Access Points:**

- [HE.912.B.3.Su.f](#): Select a healthy choice when considering all factors in making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink alcohol with friends.
- [HE.912.B.3.Pa.f](#): Choose a healthy alternative from given options when making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink alcohol with friends.

[HE.912.C.2.6](#) :

Evaluate the impact of technology on personal, family, and community health.

**Access Points:**

- [HE.912.C.2.In.f](#): Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites.
- [HE.912.C.2.Su.f](#): Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites.
- [HE.912.C.2.Pa.f](#): Recognize a way that the use of technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian cross walks or hotlines such as 211 or related Web sites.

[PE.912.C.1.6](#) :

Compare and contrast the health-related benefits of various physical activities.

**Access Points:**

- [PE.912.C.1.In.f](#): Describe the health-related benefits of various physical activities.
- [PE.912.C.1.Su.f](#): Identify the health-related benefits of various physical activities.
- [PE.912.C.1.Pa.f](#): Recognize the health-related benefits of various physical activities.

[PE.912.L.1.6](#) :

Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.

**Access Points:**

- [PE.912.L.1.In.f](#): Identify risk and safety factors that can affect physical activity throughout life.
- [PE.912.L.1.Su.f](#): Recognize risk and safety factors that can affect physical activity for many years.
- [PE.912.L.1.Pa.f](#): Recognize a risk and a safety factor that can affect physical activity.

[PE.912.L.2.6](#) :

Analyze health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

**Access Points:**

- [PE.912.L.2.In.f](#): Examine health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- [PE.912.L.2.Su.f](#): Identify health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- [PE.912.L.2.Pa.f](#): Recognize health-related problems associated with inadequate levels of physical activity.

[HE.912.C.1.7](#) :

Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.

**Access Points:**

- [HE.912.C.1.In.g](#): Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
- [HE.912.C.1.Su.g](#): Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
- [HE.912.C.1.Pa.g](#): Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

[HE.912.C.2.7](#) :

Assess the consequences of health risk behaviors.

**Access Points:**

- [HE.912.C.2.In.g](#): Describe the consequences of selected health risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else.
- [HE.912.C.2.Su.g](#): Identify the consequences of health-risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else.
- [HE.912.C.2.Pa.g](#): Recognize the consequences of selected health-risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else.

[PE.912.C.1.7](#) :

Evaluate the effectiveness of specific warm-up and cool-down activities.

**Access Points:**

- [PE.912.C.1.In.g](#): Examine the effectiveness of specific warm-up and cool-down activities.
- [PE.912.C.1.Su.g](#): Identify the effectiveness of specific warm-up and cool-down activities.
- [PE.912.C.1.Pa.g](#): Recognize the effect of a specific warm-up or cool-down activity.

[PE.912.L.2.7](#) :

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

**Access Points:**

- [PE.912.L.2.In.g](#): Examine how to make changes in an individual wellness plan as lifestyle changes occur.
- [PE.912.L.2.Su.g](#): Identify how to make changes in an individual wellness plan as lifestyle changes occur.
- [PE.912.L.2.Pa.g](#): Recognize changes in an individual wellness plan as lifestyle changes occur.

[HE.912.C.1.8](#) :

Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

**Access Points:**

- [HE.912.C.1.Su.h](#): Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
- [HE.912.C.1.Pa.h](#): Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.



[HE.912.C.2.8](#) :

Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

**Access Points:**

- [HE.912.C.2.In.h](#): Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.
- [HE.912.C.2.Su.h](#): Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.
- [HE.912.C.2.Pa.h](#): Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.

[PE.912.C.1.8](#) :

Differentiate between the three different types of heat illnesses associated with fluid loss.

**Access Points:**

- [PE.912.C.1.In.h](#): Identify the three stages (types) of heat illnesses and the symptoms associated with fluid loss, such as heat cramps, heat exhaustion, and heat stroke.
- [PE.912.C.1.Su.h](#): Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion, and heat stroke.
- [PE.912.C.1.Pa.h](#): Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion, or heat stroke.

[HE.912.C.2.9](#) :

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**Access Points:**

- [HE.912.C.2.Su.i](#): Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
- [HE.912.C.2.Pa.i](#): Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.

[PE.912.C.1.9](#) :

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

**Access Points:**

- [PE.912.C.1.In.i](#): Describe the precautions to be taken when exercising in extreme weather and environmental conditions.
- [PE.912.C.1.Su.i](#): Identify precautions to be taken when exercising in a variety of weather conditions or environmental conditions.
- [PE.912.C.1.Pa.i](#): Recognize a precaution to be taken when exercising in selected environmental conditions.

[PE.912.C.1.10](#) :

Analyze long-term benefits of participating in regular physical activity.

**Access Points:**

- [PE.912.C.1.In.j](#): Describe long-term benefits of participation in regular physical activity.
- [PE.912.C.1.Su.j](#): Identify long-term benefits of participation in regular physical activity.
- [PE.912.C.1.Pa.j](#): Recognize a long-term benefit of participation in regular physical activity.

[PE.912.C.1.11](#) :

Explain how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.

**Access Points:**

- [PE.912.C.1.In.k](#): Describe how each of the health-related fitness components, such as physical conditioning, flexibility, cardiorespiratory endurance, and body composition, are improved through the application of training principles.
- [PE.912.C.1.Su.k](#): Identify how health-related fitness components such as physical conditioning, flexibility, cardiorespiratory endurance, and body composition, are improved through the application of training principles.
- [PE.912.C.1.Pa.k](#): Recognize that exercise and training improves health-related fitness.

[PE.912.M.1.12](#) :

Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

**Access Points:**

- [PE.912.M.1.In.l](#): Select and perform basic movements using a variety of equipment that leads to improved or maintained muscular strength and endurance.
- [PE.912.M.1.Su.l](#): Identify and perform basic movements using a variety of equipment that leads to improved or maintained muscular strength and endurance.
- [PE.912.M.1.Pa.l](#): Perform basic movements using a variety of equipment that leads to improved or

maintained muscular strength and endurance.

[PE.912.C.1.12](#) :

Compare and contrast aerobic versus anaerobic activities.

**Access Points:**

- [PE.912.C.1.In.l](#): Describe the differences between aerobic and anaerobic activities.
- [PE.912.C.1.Su.l](#): Identify the differences between aerobic and anaerobic activities.
- [PE.912.C.1.Pa.l](#): Recognize selected aerobic and anaerobic activities.

[PE.912.M.1.13](#) :

Perform a student designed cardiorespiratory enhancing workout.

**Access Points:**

- [PE.912.M.1.In.m](#): Identify correct exercises and perform a cardiorespiratory enhancing workout.
- [PE.912.M.1.Su.m](#): Recognize correct exercises and perform a cardiorespiratory enhancing workout.
- [PE.912.M.1.Pa.m](#): Perform a cardiorespiratory enhancing workout.

[PE.912.C.1.13](#) :

Document food intake, calories consumed, and energy expended through physical activity and analyze the results.

**Access Points:**

- [PE.912.C.1.In.m](#): Document food intake, calories consumed, and energy expended through physical activity and examine the results.
- [PE.912.C.1.Su.m](#): Document food intake and physical activity and identify the results.
- [PE.912.C.1.Pa.m](#): Document food intake and physical activity and recognize results.

[PE.912.M.1.14](#) :

Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.

**Access Points:**

- [PE.912.M.1.In.n](#): Use selected technology to develop, enhance, and maintain health and skill-related fitness levels.
- [PE.912.M.1.Su.n](#): Use selected technology to develop and maintain health and skill-related fitness levels.
- [PE.912.M.1.Pa.n](#): Use selected technology to develop health and skill-related fitness levels.

[PE.912.C.1.14](#) :

Compare and contrast the skill-related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities.

**Access Points:**

- [PE.912.C.1.In.n](#): Identify differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility, and reaction time, in various physical activities.
- [PE.912.C.1.Su.n](#): Recognize differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility, and reaction time, in various physical activities.
- [PE.912.C.1.Pa.n](#): Recognize more than one skill-related components of fitness, such as speed, coordination, balance, power, agility, or reaction time, in various physical activities.

[PE.912.M.1.15](#) :

Select and apply sports/activity specific warm-up and cool-down techniques.

**Access Points:**

- [PE.912.M.1.In.o](#): Identify and use sports/activity specific warm-up and cool-down techniques.
- [PE.912.M.1.Su.o](#): Recognize and use activity specific warm-up and cool-down techniques.
- [PE.912.M.1.Pa.o](#): Perform an activity specific warm-up and cool-down technique.

[PE.912.C.1.15](#) :

Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.

**Access Points:**

- [PE.912.C.1.In.o](#): Identify individual target heart rate and how to adjust intensity level to stay within the desired range.
- [PE.912.C.1.Su.o](#): Recognize individual target heart rate and how to adjust intensity level to stay within the desired range.
- [PE.912.C.1.Pa.o](#): Recognize the relationship between intensity level of physical activity and heart rate.

[PE.912.M.1.16](#) :

Apply the principles of training and conditioning to accommodate individual needs and strengths.

**Access Points:**

- [PE.912.M.1.In.p](#): Use the principles of training (overload, specificity, and progression) and conditioning

- (frequency, intensity, time, and type) to accommodate individual needs and strengths.
- [PE.912.M.1.Su.p](#): Use selected principles of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) to accommodate individual needs and strengths.
  - [PE.912.M.1.Pa.p](#): Use selected principles of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) to accommodate individual needs and strengths for selected modified physical activities.

[PE.912.C.1.16](#) :

Explain the methods of monitoring levels of intensity during aerobic activity.

**Access Points:**

- [PE.912.C.1.In.p](#): Describe methods of monitoring levels of intensity during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse.
- [PE.912.C.1.Su.p](#): Identify methods of monitoring levels of intensity during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse.
- [PE.912.C.1.Pa.p](#): Recognize selected methods of monitoring levels of intensity during aerobic activity, such as talk test and heart rate/pulse.

[PE.912.M.1.17](#) :

Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

**Access Points:**

- [PE.912.M.1.In.q](#): Perform basic cardiopulmonary resuscitation procedures.
- [PE.912.M.1.Su.q](#): Imitate basic cardiopulmonary resuscitation procedures.
- [PE.912.M.1.Pa.q](#): Perform guided basic emergency response procedures.

[PE.912.C.1.17](#) :

Assess physiological effects of exercise during and after physical activity.

**Access Points:**

- [PE.912.C.1.In.q](#): Examine physiological effects of exercise, such as breathing, resting heart rate, heart size, and blood pressure, during and after physical activity.
- [PE.912.C.1.Su.q](#): Identify physiological effects of exercise, such as breathing, resting heart rate, and blood pressure, during and after physical activity.
- [PE.912.C.1.Pa.q](#): Recognize a physiological effect of exercise, such as breathing or resting heart rate, during and after physical activity.

[PE.912.C.1.18](#) :

Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.

**Access Points:**

- [PE.912.C.1.In.r](#): Categorize information as true or false as it relates to consumer physical fitness products and programs, such as weight loss pills, food labels, and exercise equipment.
- [PE.912.C.1.Su.r](#): Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight loss pills, food labels, and exercise equipment.
- [PE.912.C.1.Pa.r](#): Recognize information as it relates to a selected consumer physical fitness product, such as weight loss pills, food labels, or exercise equipment.

[PE.912.M.1.19](#) :

Use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.

**Access Points:**

- [PE.912.M.1.In.s](#): Use correct body alignment, strength, and flexibility to perform technical movements in gymnastics.
- [PE.912.M.1.Su.s](#): Use strength and flexibility to perform technical movements in basic gymnastics.
- [PE.912.M.1.Pa.s](#): Use strength and flexibility to perform guided movements in basic gymnastics.

[PE.912.C.1.22](#) :

Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.

**Access Points:**

- [PE.912.C.1.In.v](#): Describe the skill-related components of balance, reaction time, agility, coordination, power, and speed skills, and how they enhance performance levels.
- [PE.912.C.1.Su.v](#): Identify the skill-related components that enhance performance, such as balance, reaction time, agility, coordination, power, and speed skills.
- [PE.912.C.1.Pa.v](#): Recognize a skill-related component that enhances performance, such as balance, reaction time, agility, coordination, power, or speed skills.

[PE.912.C.1.23](#) :

Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.

**Access Points:**

- [PE.912.C.1.In.w](#): Use appropriate technology to assess, monitor, and improve performance.
- [PE.912.C.1.Su.w](#): Use appropriate technology to monitor and improve performance.
- [PE.912.C.1.Pa.w](#): Use a selected technology to monitor or improve performance.

<p><a href="#">PE.912.C.1.25</a> :</p>	<p>Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.C.1.In.y</a>: Describe the safety procedures, rules, and equipment associated with specific course activities.</li> <li>• <a href="#">PE.912.C.1.Su.y</a>: Identify the safety procedures, rules, and equipment associated with specific course activities.</li> <li>• <a href="#">PE.912.C.1.Pa.y</a>: Recognize the safety procedures, rules, and equipment associated with specific course activities.</li> </ul>
<p><a href="#">PE.912.C.1.27</a> :</p>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.C.1.In.aa</a>: Examine how movement skills from one physical activity can be transferred and used in other physical activities.</li> <li>• <a href="#">PE.912.C.1.Su.aa</a>: Identify how movement skills from one physical activity can be transferred and used in other physical activities.</li> <li>• <a href="#">PE.912.C.1.Pa.aa</a>: Recognize that movement skills from one physical activity can be used in other physical activities.</li> </ul>
<p><a href="#">PE.912.M.1.33</a> :</p>	<p>Practice complex motor activities in order to improve performance.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.M.1.In.ag</a>: Practice motor activities in order to improve performance.</li> <li>• <a href="#">PE.912.M.1.Su.ag</a>: Practice basic motor activities in order to improve performance.</li> <li>• <a href="#">PE.912.M.1.Pa.ag</a>: Practice modified movement (motor) activities in order to improve performance.</li> </ul>
<p><a href="#">PE.912.M.1.34</a> :</p>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.M.1.In.ah</a>: Use selected mechanical principles, such as balance, force, or leverage, as they apply to specific course activities.</li> <li>• <a href="#">PE.912.M.1.Su.ah</a>: Use a mechanical principle, such as balance, force, or leverage, as it applies to selected course activities.</li> <li>• <a href="#">PE.912.M.1.Pa.ah</a>: Use a mechanical principle, such as balance, force, or leverage, as it applies to selected, modified course activities.</li> </ul>
<p><a href="#">PE.912.M.1.35</a> :</p>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PE.912.M.1.In.ai</a>: Identify proper equipment and demonstrate all safety procedures for participation.</li> <li>• <a href="#">PE.912.M.1.Su.ai</a>: Recognize proper equipment and demonstrates all safety procedures for participation.</li> <li>• <a href="#">PE.912.M.1.Pa.ai</a>: Perform all safety procedures for participation.</li> </ul>

**RELATED GLOSSARY TERM DEFINITIONS (33)**

<p><b>Area:</b></p>	<p>The number of square units needed to cover a surface.</p>
<p><b>Chart:</b></p>	<p>A data display that presents information in columns and rows.</p>
<p><b>Equation:</b></p>	<p>A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.</p>
<p><b>Estimate:</b></p>	<p>Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.</p>
<p><b>Mean:</b></p>	<p>There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average.</p>

	Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
<b>Median:</b>	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Square:</b>	A rectangle with four congruent sides; also, a rhombus with four right angles.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.
<b>Width:</b>	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
<b>agility:</b>	A skill-related component of fitness. The body's ability to change directions quickly while maintaining control.
<b>balance:</b>	A skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
<b>body composition:</b>	A health-related component of fitness. The ratio of fat mass to lean mass in the body.
<b>cardiorespiratory endurance:</b>	A health-related component of fitness. Of or relating to both the heart and the lungs and their functions as it relates to the delivery of oxygen throughout the body.
<b>coordination:</b>	A skill-related component of fitness. The ability to control body parts while performing movement skills smoothly and accurately.
<b>etiquette:</b>	The forms and practices prescribed by social convention or by authority.
<b>flexibility:</b>	A health-related component of fitness. The range of motion available at a given joint of the body.
<b>health-related fitness:</b>	Physical fitness primarily associated with disease prevention and functional health throughout life. Health-related fitness consists of five components: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
<b>mechanical principles:</b>	Principles dealing with the action of forces on objects (e.g., levers, balance, force).
<b>muscular endurance:</b>	A health-related component of fitness. The ability of the muscles to perform without fatigue over an extended period of time.
<b>muscular strength:</b>	A health-related component of fitness. The maximum force exerted when contracting muscles a single time.
<b>MVPA :</b>	Moderate to vigorous physical activity. It is sustained, repetitive, large-muscle activities (e.g., speed walking, running, cycling) performed at least at a medium level of intensity.
<b>overload:</b>	A training principle. The body must be worked harder than normal in order to improve the fitness level.
<b>physical activity:</b>	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.
<b>physical education:</b>	A planned, sequential curriculum by which students learn to develop and maintain a healthy lifestyle. It includes cognitive, affective, and psychomotor aspects of physical activity, goal setting, proper nutrition, and formal assessment.
<b>power:</b>	A skill-related component of fitness. The ability to move body parts swiftly while applying maximum force to the muscles.
<b>progression:</b>	A training principle. Starting an exercise program slowly and gradually increasing the intensity and duration in order to safely experience improvement.
<b>reaction time:</b>	A skill-related component of fitness. The ability to react or respond quickly to what you hear, see, or feel.
<b>specificity:</b>	A training principle. Improvements in personal fitness will occur in the particular muscles that you overload during physical activity or exercise.
<b>speed:</b>	Amount of distance traveled divided by time taken to travel; the time-rate at which any physical process takes place.
<b>strategies:</b>	Competitive decisions by individuals and/or a team about the overall play of the game in order to gain advantage over the opponent; an overall plan of attack.
<b>technology:</b>	Human innovation in action that involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities (e.g., stop watches, pedometers, heart rate monitors, computers, digital cameras).



**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academic - Subject Area  
**Course Number:** 7915010  
**Course Title:** Specially Designed Physical Education

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

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

- team sports
- independent sports
- recreational sports
- motor development
- physical fitness

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

## Course Number: 7915010 - Specially Designed Physical Education

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.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

**Course Number: 7915010 - Specially Designed Physical Education**

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

**After successfully completing this course, the student will:**

**1. Perform physical movement skills at levels consistent with own capabilities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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1.1. Use a variety of basic locomotor movements.

Specify: \_\_\_  walking                      \_\_\_  running  
          \_\_\_  skipping                      \_\_\_  hopping  
          \_\_\_  sliding                      \_\_\_  other: \_\_\_\_\_

1.2. Use a variety of basic non-locomotor skills.

Specify: \_\_\_  bending                      \_\_\_  twisting  
          \_\_\_  stretching                      \_\_\_  turning  
          \_\_\_  lifting                      \_\_\_  other: \_\_\_\_\_

1.3. Use a variety of basic object control skills.

Specify: \_\_\_  underhand throw                      \_\_\_  overhand throw  
          \_\_\_  catch                      \_\_\_  kick and strike  
          \_\_\_  dribble                      \_\_\_  other: \_\_\_\_\_

1.4. Use simple combinations of basic movement skills.

Specify: \_\_\_  locomotor                      \_\_\_  non-locomotor  
          \_\_\_  rhythmical skills                      \_\_\_  object control  
          \_\_\_  body control                      \_\_\_  other: \_\_\_\_\_

1.5. Use control in balance activities on a variety of body parts.

Specify: \_\_\_  one foot                      \_\_\_  one hand and one foot  
          \_\_\_  hands and knees                      \_\_\_  other: \_\_\_\_\_

1.6. Use control in travel activities on a variety of body parts.

Specify: \_\_\_  forward travel                      \_\_\_  backward travel  
          \_\_\_  changing direction                      \_\_\_  changing speed  
          \_\_\_  other: \_\_\_\_\_



**Course Number: 7915010 - Specially Designed Physical Education**

- 1.7. Use smooth transitions between sequential motor skills (e.g., running and then jumping over a hurdle).
- 1.8. Use adaptive or assistive devices to perform various motor skills.  
Specify: \_\_\_\_\_  locomotor                      \_\_\_\_\_  nonlocomotor  
                  \_\_\_\_\_  travel skills                      \_\_\_\_\_  object control  
                  \_\_\_\_\_  body control                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.9. Accept assistance and participate in performing various motor skills.  
Specify: \_\_\_\_\_  locomotor                      \_\_\_\_\_  nonlocomotor  
                  \_\_\_\_\_  travel skills                      \_\_\_\_\_  object control  
                  \_\_\_\_\_  body control                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.10. Accept assistance and participate in using adaptive or assistive devices to perform various motor skills.  
Specify: \_\_\_\_\_  locomotor                      \_\_\_\_\_  nonlocomotor  
                  \_\_\_\_\_  travel skills                      \_\_\_\_\_  object control  
                  \_\_\_\_\_  body control                      \_\_\_\_\_  other: \_\_\_\_\_

**2. Perform skills in individual and team activities at levels consistent with own capabilities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance  full  partial                      \_\_\_ assistive technology  full  partial

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- 2.1. Use basic movement and object control skills for a variety of games, sports, and dances (e.g., basketball chest pass, serving a volleyball, hitting a softball with a bat).
- 2.2. Use object control skills for selected games and sports (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass).
- 2.3. Use proper form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills for selected games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, passing, shooting, and dribbling for soccer).
- 2.4. Use appropriate form in balance activities on a variety of apparatuses (e.g., balance board, balance beam).
- 2.5. Use beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, keeping ball away from opponent in a racket sport, using hand and foot dribble while preventing an opponent from stealing the ball in basketball).

**Course Number: 7915010 - Specially Designed Physical Education**

- 2.6. Use adaptive or assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.
- 2.7. Accept assistance and participate in performing various movement and object control skills for a variety of games, sports, and dances.
- 2.8. Accept assistance and participate in using adaptive or assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

**3. Perform recreational skills involved in selected physical activities at levels consistent with own capabilities.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**3.1. Identify physical activities involved in common leisure and recreation activities.**

(IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_  indoor team or pairs games—basketball, racquetball, volleyball  
          \_\_\_  outdoor team or pairs games—softball, horseshoes, tennis, golf  
          \_\_\_  exercise programs—aerobics, strength training, jogging  
          \_\_\_  dance, gymnastics  
          \_\_\_  other: \_\_\_\_\_

**3.2. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)**

**3.3. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)**

**3.4. Identify appropriate times and occasions for physical activities involved in common leisure and recreation activities (e.g., swimming, tennis, golf, skating, biking, walking or jogging). (IF.A.1.In.1, IF.A.1.Su.1)**

**Course Number: 7915010 - Specially Designed Physical Education**

- 3.5. Use specific knowledge and skills when completing a variety of physical activities involved in leisure and recreation activities (e.g., taking turns, following the rules, keeping track of the scores, keeping track of progress). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  indoor team or pairs games—basketball, racquetball, volleyball  
\_\_\_\_\_  outdoor team or pairs games—softball, horseshoes, tennis, golf  
\_\_\_\_\_  exercise programs—aerobics, strength training, jogging  
\_\_\_\_\_  dance, gymnastics  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.6. Use adaptive or assistive devices to perform physical activities involved in leisure and recreation activities. (IF.A.1.Su.1)
- 3.7. Accept assistance and participate in performing various physical activities involved in leisure and recreation activities. (IF.A.1.Pa.1)

**4. Demonstrate understanding of the importance of regular participation in physical activities, fitness activities, and recreation for maintenance of physical well-being.**

- IF.A.1.In.2 complete personal care, health, and fitness activities.  
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.  
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial
- 

- 4.1. Demonstrate understanding of the relationships among the components of physical well-being. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  routine medical care, periodic check-ups  
\_\_\_\_\_  scheduling time alone for your personal needs  
\_\_\_\_\_  scheduling social events  
\_\_\_\_\_  getting regular rest and exercise  
\_\_\_\_\_  maintaining a nutritious diet  
\_\_\_\_\_  taking steps to maintain a positive mental attitude  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7915010 - Specially Designed Physical Education**

4.2. Identify activities involved in fitness activities and exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  selecting appropriate exercise activities for fitness as part of an individual wellness plan  
\_\_\_\_\_  performing specific exercises  
\_\_\_\_\_  maintaining participation in exercise programs  
\_\_\_\_\_  identifying potential problems resulting from exercise programs  
\_\_\_\_\_  evaluating the benefits of an exercise program  
\_\_\_\_\_  requesting assistance with disability needs when necessary  
\_\_\_\_\_  other: \_\_\_\_\_

4.3. Identify when fitness activities and exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to lower blood sugar; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Use specific knowledge and skills when completing fitness activities or an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  selecting appropriate exercise activities for fitness  
\_\_\_\_\_  performing specific exercises  
\_\_\_\_\_  maintaining participation in exercise programs  
\_\_\_\_\_  identifying potential problems resulting from exercise programs  
\_\_\_\_\_  evaluating the benefits of an exercise program  
\_\_\_\_\_  requesting assistance with disability needs when necessary  
\_\_\_\_\_  other: \_\_\_\_\_

4.5. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

4.6. Accept assistance and indicate awareness of fitness and exercise activities (e.g., turns to watch exercises and music, reaches for ball). (IF.A.1.Pa.2)

- Specify method: \_\_\_\_\_  touch referent object      \_\_\_\_\_  point to actual object  
\_\_\_\_\_  vocalize or gesture      \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  verbalize or sign      \_\_\_\_\_  other: \_\_\_\_\_

4.7. Accept assistance and participate in fitness and exercise activities (e.g., moves when dance videos are on or other students are exercising). (IF.A.1.Pa.2)

Specify: \_\_\_\_\_

## Course Number: 7915010 - Specially Designed Physical Education

### 5. Use responsible personal and social behaviors when participating in physical activities.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_\_ physical prompt      \_\_\_\_ verbal prompt      \_\_\_\_ visual prompt  
\_\_\_\_ assistive technology      \_\_\_\_ supervision      \_\_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_\_ physical assistance     full     partial      \_\_\_\_ assistive technology     full     partial

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### Self-Management

- 5.1. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in physical activities (e.g., follows an individual wellness plan, is able to organize equipment, follows through with instructions, completes exercises, works out efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.2. *Identify personal feelings. (Social and Personal G 54: IV)*
- 5.3. *Identify behaviors which indicate the acceptance of responsibility of own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.4. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 5.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 5.6. Discriminate between examples and non-examples of behaviors that represent self-management when participating in physical activities (examples—bringing all needed equipment, repeating the steps to yourself as you attempt to perform the skill, staying in line

## Course Number: 7915010 - Specially Designed Physical Education

when waiting your turn; non-examples—getting in fights over a called strike in baseball, pushing ahead in line to get on an exercise machine). (IF.B.2.In.1, IF.B.2.Su.1)

- 5.7. Identify factors that promote self-management behaviors when participating in physical activities (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 5.8. Identify factors that inhibit self-management when participating in physical activities (e.g., too much emphasis on competition and winning, controlling persons in environment, strict rules regarding choices available). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  self-monitoring \_\_\_\_\_  self-instruction \_\_\_\_\_  self-reinforcement  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 5.9. Demonstrate self-management in various situations when participating in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities
- 5.10. Monitor own use of self-management behaviors in various situations involving physical activities. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities

## Cooperation and Teamwork

- 5.11. Identify characteristics of behavior that are cooperative and support team work when completing physical activities (e.g., sharing ideas and effort, waiting your turn, sharing equipment, supporting the effort of others, listening to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.12. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.13. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.14. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 5.15. Discriminate between examples and non-examples of behaviors that are cooperative and support teamwork when engaged in physical activities (examples—rotating sets on an exercise machine, practicing catching and throwing a ball with a friend, letting someone else take your place; non-examples—not helping team members get ready, staying on a piece of exercise equipment too long, making negative comments about teammates). (IF.B.2.In.1, IF.B.2.Su.1)

## Course Number: 7915010 - Specially Designed Physical Education

5.16. Demonstrate cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities

5.17. Monitor own cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities

### Rules and Regulations

5.18. Identify the purpose of various types of rules and regulations in games and sports (e.g., penalties, behavioral guidelines, restricted areas, uniforms and protective equipment, hours of operation). (IF.B.2.In.1, IF.B.2.Su.1)

5.19. Discriminate between examples and non-examples of behaviors that are in compliance with rules and regulations in games and sports (examples—following the call of the umpire, wearing protective equipment, abiding by the rules of the game; non-examples—ignoring the call of the umpire, fighting during the game). (IF.B.2.In.1, IF.B.2.Su.1)

5.20. Identify factors which indicate that noncompliance with rules and regulations in games and sports should be reported to authorities (e.g., poses danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)

5.21. Demonstrate compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities

5.22. Monitor own compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities

### Safety Procedures

5.23. Identify unsafe or potentially dangerous factors in areas where physical activities are completed (e.g., slippery playing surfaces, not enough light, threat of bad weather). (IF.B.2.In.3, IF.B.2.Su.3)

5.24. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

## Course Number: 7915010 - Specially Designed Physical Education

- 5.25. Identify situations when first aid might be required when participating in physical activities (e.g., at a swimming pool after someone has almost drowned, after someone has been hit by a ball, after someone slides and gets scraped). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.26. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.27. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 5.28. Identify how to handle specific emergency situations when participating in physical activities (e.g., injury to self or others, bad weather, power outage, fighting among team members). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.29. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects in hand, call for help in emergencies, wear protective equipment). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.31. Identify ways to avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.32. Behave in ways that avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walk away, do not provoke them, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.33. Respond to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)

### General Participation

- 5.34. Accept assistance and request fitness and exercise activities. (IF.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  gesture  
\_\_\_\_\_  look at activity \_\_\_\_\_  say name of activity  
\_\_\_\_\_  use assistive or augmentative device \_\_\_\_\_  other: \_\_\_\_\_
- 5.35. Confirm that desired activity has been selected by accepting assistance and participating (e.g., takes offered ball). (IF.A.1.Pa.1)
- 5.36. Protest nonpreferred activities or objects when accepting assistance and participating in physical activities (e.g., frowns when presented with unwanted exercise routine). (IF.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  point to actual object  
\_\_\_\_\_  look away or move away \_\_\_\_\_  gesture  
\_\_\_\_\_  use assistive or augmentative device \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7915010 - Specially Designed Physical Education**

- 5.37. Indicate physical discomfort appropriately through observable behaviors when accepting assistance and participating in physical activities (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.2)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  point to actual object  
\_\_\_\_\_  move away \_\_\_\_\_  gesture  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.38. Accept assistance and participate in managing own behavior in unstructured settings for physical activities. (IF.B.2.Pa.1)
- 5.39. Accept assistance and participate in responding to unexpected events or potentially harmful situations appropriately during physical activities (e.g., moves away when asked to do so). ( IF.B.2.Pa.3)
- 5.40. Accept assistance and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., vocalizes loudly when the home team scores, keeps hands to self, does not tear at clothing). (IF.B.2.Pa.1)
- 5.41. Participate in selection of appropriate clothing and grooming for physical activities (e.g., points to shirt with team colors for football game, assists with shower before going in pool). (IF.B.2.Pa.1)

**6. Use technology to participate in and gain knowledge about own individual fitness and recreation activities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_\_\_ physical prompt \_\_\_\_\_ verbal prompt \_\_\_\_\_ visual prompt  
\_\_\_\_\_ assistive technology \_\_\_\_\_ supervision \_\_\_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_\_\_ physical assistance  full  partial \_\_\_\_\_ assistive technology  full  partial

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- 6.1. Identify types of technology used in fitness and recreation involving physical activities (e.g., treadmill with computer selection, leg curl machine, leg press, pullover, assistive technology).
- 6.2. Identify ways to gain knowledge about own progress (e.g., stopwatch, wellness planning and tracking software).
- 6.3. Use technology appropriately to participate in fitness routines and recreational activities.
- 6.4. Use adaptive or assistive technology to participate in fitness and recreational activities.

**Course Number: 7915010 - Specially Designed Physical Education**

6.5. Accept assistance and participate in using adaptive assistive technology to participate in fitness and recreation activities.

**7. Select and participate regularly in physical activities based on availability in the community and personal choice at levels consistent with own capabilities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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7.1. Identify preferred physical activities.

Specify: \_\_\_\_\_

7.2. Determine frequency of participation in physical activities.

Specify: \_\_\_\_\_

7.3. Participate in preferred activities on a regular basis.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7912340
<b>Course Title:</b>	Life Skills Math: 9-12
<b>Previous Course Title:</b>	Functional Math: Comprehensive
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to develop the fundamental mathematics skills to enable students with disabilities who are functioning at independent and supported levels to prepare to participate effectively in post-school adult living and in the world of work.

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

- numeration
- measurement
- money
- time
- computational skills
- geometry
- applications in personal life
- applications in the workplace

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.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

## Course Number: 7912340 - Life Skills Math: 9-12

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
- Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair;
  - partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

**Course Number: 7912340 - Life Skills Math: 9-12**

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.

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

**After successfully completing this course, the student will:**

**1. Use whole numbers and common fractions and decimals in situations related to personal life and the workplace.**

- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> physical prompt      | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision   | <input type="checkbox"/> other: _____  |
- 

**Numbers**

- 1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.2. *Distinguish between all, some, and none. (Mathematics A 1: III)*
- 1.3. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 1.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying bus numbers). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify:  to 10       to 100       to 1000  
 to 10,000       to 100,000
- 1.5. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*

**Course Number: 7912340 - Life Skills Math: 9-12**

- 1.6. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*
- 1.7. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*
- 1.8. **Count objects to accomplish functional tasks** (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1000
- 1.9. *Count from 1 to 5. (Mathematics B 8: III)*
- 1.10. **Use skip counting to accomplish functional tasks** (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  by 2s                      \_\_\_\_\_  by 5s  
                  \_\_\_\_\_  by 10s                      \_\_\_\_\_  by 100s
- 1.11. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 1.12. **Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks** (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1000  
                  \_\_\_\_\_  to 10,000                      \_\_\_\_\_  to 100,000
- 1.13. **Compare numbers to accomplish functional tasks** (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1000  
                  \_\_\_\_\_  to 10,000                      \_\_\_\_\_  to 100,000
- 1.14. *Identify one and one more. (Mathematics A 2: III)*
- 1.15. **Identify objects in a series by ordinal position to accomplish functional tasks** (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  first, middle, last                      \_\_\_\_\_  to 5th  
                  \_\_\_\_\_  to 10th                      \_\_\_\_\_  to 100th
- 1.16. *Identify the first and last member in a group of objects. (Mathematics A 3: III)*
- 1.17. *Demonstrate understanding the concept of middle. (Mathematics A 4: IV)*

**Course Number: 7912340 - Life Skills Math: 9-12**

- 1.18. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.19. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.20. Identify the meaning of number words when completing functional tasks (e.g., reading a newsletter, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.21. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.22. *Read number words, zero to ten. (Mathematics B 11: V)*
- 1.23. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

**Place Value**

- 1.24. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify whole numbers:    \_\_\_\_\_  1s            \_\_\_\_\_  10s            \_\_\_\_\_  100s  
   \_\_\_\_\_  1000s    \_\_\_\_\_  10,000s            \_\_\_\_\_  100,000s  
Specify decimals:            \_\_\_\_\_  tenths    \_\_\_\_\_  hundredths            \_\_\_\_\_  thousandths
- 1.25. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify whole numbers:    \_\_\_\_\_  1s            \_\_\_\_\_  10s            \_\_\_\_\_  100s  
   \_\_\_\_\_  1000s    \_\_\_\_\_  10,000s            \_\_\_\_\_  100,000s  
Specify decimals:            \_\_\_\_\_  tenths    \_\_\_\_\_  hundredths            \_\_\_\_\_  thousandths

**Fractions/Decimals/Percents**

- 1.26. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  halves            \_\_\_\_\_  thirds  
                 \_\_\_\_\_  fourths            \_\_\_\_\_  fifths  
                 \_\_\_\_\_  sixths            \_\_\_\_\_  eighths  
                 \_\_\_\_\_  tenths            \_\_\_\_\_  twelfths  
                 \_\_\_\_\_  other: \_\_\_\_\_
- 1.27. *Identify halves and fourths of an area. (Mathematics J 74: V)*

**Course Number: 7912340 - Life Skills Math: 9-12**

- 1.28. Identify the decimal equivalent of a percent (e.g., 98% = .98, 32% = .32) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, finding 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.29. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half-off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_   $1/2 = 50\%$       \_\_\_\_\_   $1/4 = 25\%$       \_\_\_\_\_   $3/4 = 75\%$   
          \_\_\_\_\_   $1/3 = 33\%$       \_\_\_\_\_   $2/3 = 67\%$       \_\_\_\_\_  other: \_\_\_\_\_
- 1.30. *Identify simple fraction and percent equivalents (e.g.,  $1/2 = 50\%$ ,  $1/4 = 25\%$ ). (Mathematics J 75: VI)*
- 1.31. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.32. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.33. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.34. Write numerals with fractions when completing functional tasks (e.g., writing a recipe). (CL.B.1.In.2, CL.B.1.Su.2)

**2. Add and subtract whole numbers and decimals to solve problems related to personal life and the workplace.**

- CL.B.3.In.2      apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.2      apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
- 

**Addition**

- 2.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)
- 2.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)



**Course Number: 7912340 - Life Skills Math: 9-12**

- 2.3. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  single digit \_\_\_\_\_  multiple digits  
          \_\_\_\_\_  decimals \_\_\_\_\_  fractions, mixed numbers  
          \_\_\_\_\_  without regrouping \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally \_\_\_\_\_  uses a table or chart  
                  \_\_\_\_\_  uses counters or tallies \_\_\_\_\_  uses an abacus  
                  \_\_\_\_\_  uses a calculator \_\_\_\_\_  other: \_\_\_\_\_
- 2.4. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 2.5. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 2.6. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*
- 2.7. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 2.8. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*
- 2.9. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  single digit \_\_\_\_\_  multiple digits  
          \_\_\_\_\_  without regrouping \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally \_\_\_\_\_  uses a table or chart  
                  \_\_\_\_\_  uses counters or tallies \_\_\_\_\_  uses an abacus  
                  \_\_\_\_\_  uses a calculator \_\_\_\_\_  other: \_\_\_\_\_
- 2.10. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: V)*
- 2.11. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 2.12. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)*
- 2.13. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  single digit \_\_\_\_\_  multiple digits  
          \_\_\_\_\_  without regrouping \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally \_\_\_\_\_  uses a table or chart  
                  \_\_\_\_\_  uses counters or tallies \_\_\_\_\_  uses an abacus  
                  \_\_\_\_\_  uses a calculator \_\_\_\_\_  other: \_\_\_\_\_

**Subtraction**

**Course Number: 7912340 - Life Skills Math: 9-12**

- 2.14. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)
- 2.15. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to deliver, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to drive). (CL.B.3.In.1, CL.B.3.Su.1)
- 2.16. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
 Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
                   \_\_\_\_\_  decimals                                      \_\_\_\_\_  fractions, mixed numbers  
                   \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
 Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
                           \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
                           \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_
- 2.17. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 2.18. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 2.19. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*
- 2.20. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*
- 2.21. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)*
- 2.22. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 2.23. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)*
- 2.24. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)  
 Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
                   \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
 Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
                           \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
                           \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7912340 - Life Skills Math: 9-12**

2.25. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing a checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

**3. Use a calculator to multiply and divide whole numbers to solve problems related to personal life and the workplace.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Multiplication**

3.1. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

3.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

3.3. Multiply numbers accurately. (CL.B.3.In.1, CL.B.3.Su.1)

Specify:                      \_\_\_  single digit                      \_\_\_  multiple digits  
                                 \_\_\_  decimals                      \_\_\_  fractions, mixed numbers  
                                 \_\_\_  without regrouping                      \_\_\_  with regrouping  
Specify method: \_\_\_  mentally                      \_\_\_  uses a table or chart  
                                 \_\_\_  uses counters or tallies                      \_\_\_  uses an abacus  
                                 \_\_\_  uses a calculator                      \_\_\_  other: \_\_\_\_\_

3.4. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*

3.5. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*

3.6. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:                      \_\_\_  single digit                      \_\_\_  multiple digits  
                                 \_\_\_  without regrouping                      \_\_\_  with regrouping  
Specify method: \_\_\_  mentally                      \_\_\_  uses a table or chart  
                                 \_\_\_  uses counters or tallies                      \_\_\_  uses an abacus  
                                 \_\_\_  uses a calculator                      \_\_\_  other: \_\_\_\_\_

**Course Number: 7912340 - Life Skills Math: 9-12**

3.7. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*

**Division**

3.8. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign  $[\div]$ ). (CL.B.3.In.1, CL.B.3.Su.1)

3.9. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)

3.10. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
                  \_\_\_\_\_  decimals                                      \_\_\_\_\_  fractions, mixed numbers  
                  \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
                                  \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
                                  \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_

3.11. *Identify basic division facts products through 81. (Mathematics I 71: VI)*

3.12. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
                  \_\_\_\_\_  without remainders                      \_\_\_\_\_  with remainders  
Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
                                  \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
                                  \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_

3.13. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*

**4. Use measurement concepts and tools involving length, weight, and volume to solve problems related to personal life and the workplace.**

CL.B.3.In.2      apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2      apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Course Number: 7912340 - Life Skills Math: 9-12**

**Linear Measurement**

- 4.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  inches \_\_\_\_\_  feet \_\_\_\_\_  yards \_\_\_\_\_  miles  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  linear—in., ft., yd., mi., m. \_\_\_\_\_  area—sq. ft., sq. yd., sq. mi.  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.3. Identify the most appropriate tools and equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  ruler \_\_\_\_\_  tape measure \_\_\_\_\_  yard stick  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.4. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*
- 4.5. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  ruler \_\_\_\_\_  tape measure \_\_\_\_\_  yard stick  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.6. *Determine which of three or more objects is smallest, largest, shortest, or tallest. (Mathematics A 5: IV)*
- 4.7. *Measure an object to the nearest inch. (Mathematics F 50: V)*
- 4.8. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*
- 4.9. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  no conversion \_\_\_\_\_  conversion
- 4.10. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

**Course Number: 7912340 - Life Skills Math: 9-12**

**Volume/Capacity**

- 4.11. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks).

(CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  cup                      \_\_\_\_\_  pint                      \_\_\_\_\_  quart  
                  \_\_\_\_\_  gallon                      \_\_\_\_\_  liter                      \_\_\_\_\_  teaspoon  
                  \_\_\_\_\_  tablespoon                      \_\_\_\_\_  other: \_\_\_\_\_

- 4.12. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  volume—c., l., tsp., Tbs., gal.  
                  \_\_\_\_\_  other: \_\_\_\_\_

- 4.13. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  measuring cups and spoons                      \_\_\_\_\_  containers marked by volume  
                  \_\_\_\_\_  other: \_\_\_\_\_

- 4.14. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full). (Mathematics A 6: IV)*

- 4.15. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  cup                      \_\_\_\_\_  pint                      \_\_\_\_\_  quart  
                  \_\_\_\_\_  gallon                      \_\_\_\_\_  liter                      \_\_\_\_\_  teaspoon  
                  \_\_\_\_\_  tablespoon                      \_\_\_\_\_  other: \_\_\_\_\_

- 4.16. *Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)*

- 4.17. *Determine capacity by measuring to the nearest cup, quart, or gallon. (Mathematics F 51: VI)*

- 4.18. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a 1-liter bottle of soda, getting the right-sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  no conversion                      \_\_\_\_\_  conversion                      \_\_\_\_\_  addition

**Weight**

- 4.19. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  ounce                      \_\_\_\_\_  pound  
                  \_\_\_\_\_  ton                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7912340 - Life Skills Math: 9-12**

- 4.20. Identify abbreviations for weight measurement units when completing functional tasks (e.g., recording your weight on a chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  weight—oz., lb. \_\_\_\_\_  other: \_\_\_\_\_
- 4.21. Identify the most appropriate tools and equipment used to measure weight when completing functional tasks (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  bathroom scales \_\_\_\_\_  postal scales \_\_\_\_\_  produce scales  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.22. Measure weight accurately using the appropriate tool when completing functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  bathroom scales \_\_\_\_\_  postal scales \_\_\_\_\_  produce scales  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.23. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 4.24. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa to buy to make hot chocolate for a party). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  no conversion \_\_\_\_\_  conversion

**5. Use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Time**

- 5.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  seconds, minutes, hours \_\_\_\_\_  days, weeks, months, years  
\_\_\_\_\_  seasons of the year \_\_\_\_\_  now, later, future, past  
\_\_\_\_\_  today, tomorrow \_\_\_\_\_  other: \_\_\_\_\_
- 5.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  time—min., hr., wk., mo., yr., Mon., Tues., Dec.  
\_\_\_\_\_  other: \_\_\_\_\_





**Course Number: 7912340 - Life Skills Math: 9-12**

5.18. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*

**Temperature**

5.19. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from another country, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  degrees Fahrenheit      \_\_\_\_\_  degrees Celsius

5.20. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to identify a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  freezing and boiling points of water      \_\_\_\_\_  normal body temperature  
          \_\_\_\_\_  comfortable room temperature      \_\_\_\_\_  other: \_\_\_\_\_

5.21. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

5.22. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  thermometers—weather, oral, cooking  
          \_\_\_\_\_  thermostat—furnace, motor  
          \_\_\_\_\_  other: \_\_\_\_\_

5.23. *Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)*

5.24. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  thermometer—weather, oral, cooking  
          \_\_\_\_\_  thermostat—furnace, car, motor  
          \_\_\_\_\_  other: \_\_\_\_\_

5.25. *Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)*

5.26. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven's temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

**Money**

5.27. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00      \_\_\_\_\_  to \$100.00  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7912340 - Life Skills Math: 9-12**

- 5.28. *Identify coins as money. (Mathematics E 31: III)*
- 5.29. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*
- 5.30. *Identify the cent (¢) sign and the dollar (\$) sign. (Mathematics E 33: IV)*
- 5.31. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10. (Mathematics E 35: V)*
- 5.32. *Identify money values not to exceed \$100 (e.g., \$62.43). (Mathematics E 42: VI)*
- 5.33. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a \$2.00 item, paying for the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00 \_\_\_\_\_  to \$5.00 \_\_\_\_\_  to \$20.00 \_\_\_\_\_  to \$100.00  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.34. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.35. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting one hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to \$1.00 \_\_\_\_\_  to \$5.00 \_\_\_\_\_  to \$20.00 \_\_\_\_\_  to \$100.00  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.36. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 5.37. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 5.38. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00 \_\_\_\_\_  to \$5.00 \_\_\_\_\_  to \$20.00 \_\_\_\_\_  to \$100.00  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.39. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 5.40. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 5.41. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 5.42. *Identify which costs more or less through \$5, given the cost of two items. (Mathematics E 36: V)*



**Course Number: 7912340 - Life Skills Math: 9-12**

6.6. Use essential knowledge and skills when completing productive activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify:  using coins and bills to pay for goods and services  
 selecting desired goods and services based on needs and available funds  
 evaluating claims in advertisements  
 understanding sales tactics used by stores and services—discounts, brand names and generic items, bulk packaging  
 entering into long-term contracts and loans  
 using ATM and debit cards  
 using credit cards or charge accounts  
 maintaining checking and savings accounts at a bank or credit union  
 other: \_\_\_\_\_

6.7. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

6.8. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)

6.9. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

6.10. *Complete forms associated with a savings account. (Mathematics E 45: VI)*

**7. Use basic concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., room layout, use of models, maps).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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7.1. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying stop and yield signs by their shapes, buying a mat for a picture frame, matching the shape of a tablecloth to a table). (CL.B.3.In.1, CL.B.3.Su.1)

- Specify:  square                       rectangle                       triangle  
 circle                       other: \_\_\_\_\_

7.2. Identify three-dimensional shapes to accomplish functional tasks (e.g., selecting a tube to package a poster, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

- Specify:  cube                       sphere                       cylinder                       cone  
 other: \_\_\_\_\_

**Course Number: 7912340 - Life Skills Math: 9-12**

- 7.3. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.4. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.5. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., buying a mat for a photograph, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

**8. Apply appropriate mathematical problem-solving strategies in situations related to personal life and the workplace (e.g., estimation, rounding, checking for accuracy, using electronic devices).**

- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> physical prompt      | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision   | <input type="checkbox"/> other: _____  |
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- 8.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed to buy gas to fill a gas tank, estimating the hourly rate of speed of a car). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year—lights, TV, heater; estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912340 - Life Skills Math: 9-12**

- 8.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in getting ready for work). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right size of bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how much fruit must be purchased, estimating weight of food when dieting, estimating weight that can be lifted when working out). (CL.B.3.In.2, CL.B.3.Su.2)

**Solving Mathematical Problems**

- 8.8. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  determine nature of the problem  
          \_\_\_\_\_  select correct technique  
          \_\_\_\_\_  make reasonable estimate of results  
          \_\_\_\_\_  apply operation or procedures to obtain result  
          \_\_\_\_\_  check results for accuracy  
          \_\_\_\_\_  explain results  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.9. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.10. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  drawing pictures or diagrams           \_\_\_\_\_  using concrete objects  
          \_\_\_\_\_  paraphrasing   \_\_\_\_\_  using models  
          \_\_\_\_\_  other: \_\_\_\_\_

**9. Interpret simple bar graphs and tables in situations related to personal life and the workplace.**

- CL.B.3.In.2     apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.2     apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:  
\_\_\_ physical prompt                   \_\_\_ verbal prompt                   \_\_\_ visual prompt  
\_\_\_ assistive technology           \_\_\_ supervision                   \_\_\_ other: \_\_\_\_\_

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**Course Number: 7912340 - Life Skills Math: 9-12**

9.1. Identify the meaning of information that is displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report).

(CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  charts                      \_\_\_\_\_  graphs                      \_\_\_\_\_  tables

9.2. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

9.3. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping). (CL.B.3.In.2, CL.B.3.Su.2)

**10. Use calculators and other electronic tools to assist with computation.**

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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10.1. Identify the most appropriate electronic tools to use in solving selected mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.C.2.In.2, CL.C.2.Su.2)

10.2. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.C.2.In.2, CL.C.2.Su.2)

10.3. Demonstrate skills needed to use a calculator correctly. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: \_\_\_\_\_  turning on and off  
          \_\_\_\_\_  entering a number  
          \_\_\_\_\_  entering a function—add, subtract, multiply, divide  
          \_\_\_\_\_  getting a total  
          \_\_\_\_\_  using percent  
          \_\_\_\_\_  clearing the display  
          \_\_\_\_\_  correcting a mistake  
          \_\_\_\_\_  other: \_\_\_\_\_

10.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 50 percent off sale, determining the average of five grades, determining the tax on a restaurant bill). (CL.C.2.In.2, CL.C.2.Su.2)

10.5. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*

10.6. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*

**Course Number: 7912340 - Life Skills Math: 9-12**

10.7. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*

10.8. *Use a calculator to perform complex multiplication computations.  
(Mathematics H 69: VII)*



# Course: 7912090 Access Algebra 1B

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1766.aspx?ct=1>

## BASIC INFORMATION

Course Number:	7912090
Course Title:	Access Algebra 1B
Course Abbreviated Title:	Access Algebra 1B
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
Number of Credits:	Course may be taken for up to two credits
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(15) Supported(13) Participatory(11)

<a href="#">MA.912.A.10.1:</a>	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a
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	<p>table.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.10.In.a</a>: Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.</li> <li>• <a href="#">MA.912.A.10.In.b</a>: Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.</li> <li>• <a href="#">MA.912.A.10.Su.a</a>: Use visual and physical models as strategies for solving real-world mathematical problems.</li> <li>• <a href="#">MA.912.A.10.Pa.a</a>: Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.</li> </ul>
<p><a href="#">MA.912.A.10.2:</a></p>	<p>Decide whether a solution is reasonable in the context of the original situation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.10.In.a</a>: Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.</li> <li>• <a href="#">MA.912.A.10.In.b</a>: Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.</li> <li>• <a href="#">MA.912.A.10.Su.b</a>: Use resources, such as calculators, to verify accuracy of solutions to problems.</li> <li>• <a href="#">MA.912.A.10.Su.a</a>: Use visual and physical models as strategies for solving real-world mathematical problems.</li> <li>• <a href="#">MA.912.A.10.Pa.a</a>: Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.</li> </ul>
<p><a href="#">MA.912.A.10.3:</a></p>	<p>Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.10.In.b</a>: Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.</li> <li>• <a href="#">MA.912.A.10.Su.b</a>: Use resources, such as calculators, to verify accuracy of solutions to problems.</li> <li>• <a href="#">MA.912.A.10.Pa.a</a>: Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.</li> </ul>
<p><a href="#">MA.912.A.3.13</a>:</p>	<p>Use a graph to approximate the solution of a system of linear equations or inequalities in two variables with and without technology.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.h</a>: Use function tables and simple graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.f</a>: Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.e</a>: Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.</li> </ul>
<p><a href="#">MA.912.A.3.14</a>:</p>	<p>Solve systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.g</a>: Create function tables and simple graphs that show the mathematical relationship between number pairs.</li> <li>• <a href="#">MA.912.A.3.Su.g</a>: Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</li> <li>• <a href="#">MA.912.A.3.Pa.d</a>: Sort sets of objects to 10 into groups by quantity.</li> </ul>
<p><a href="#">MA.912.A.3.15</a>:</p>	<p>Solve real-world problems involving systems of linear equations and</p>

	<p>inequalities in two and three variables.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.Su.d</a>: Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.c</a>: Identify quantities to 10 as equal or unequal.</li> </ul>
<p><a href="#">MA.912.A.4.1:</a></p>	<p>Simplify monomials and monomial expressions using the laws of integral exponents.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.4.In.a</a>: Simplify expressions with one unknown (variable) by identifying like terms.</li> <li>• <a href="#">MA.912.A.4.Su.a</a>: Solve number sentences (equations) with one unknown involving addition and subtraction facts using physical and visual models.</li> <li>• <a href="#">MA.912.A.4.Pa.a</a>: Identify a missing item from two or more sets.</li> </ul>
<p><a href="#">MA.912.A.4.2:</a></p>	<p>Add, subtract, and multiply polynomials.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.4.In.b</a>: Solve equations with one unknown (variable) involving addition, subtraction, and multiplication.</li> <li>• <a href="#">MA.912.A.4.Su.b</a>: Identify like and unlike terms in number sentences representing real-world situations.</li> <li>• <a href="#">MA.912.A.4.Pa.b</a>: Recognize that joining sets of objects results in a larger quantity and separating sets of objects results in a smaller quantity.</li> </ul>
<p><a href="#">MA.912.A.4.3:</a></p>	<p>Factor polynomial expressions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.4.In.c</a>: Combine like and unlike terms in number sentences representing real-world situations.</li> <li>• <a href="#">MA.912.A.4.In.d</a>: Identify factors of expressions with whole</li> </ul>

	<p>numbers by dividing.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.4.Su.c</a>: Identify factors of whole numbers by using division facts.</li> <li>• <a href="#">MA.912.A.4.Pa.c</a>: Separate groups of objects to 10 into sets with the same quantity.</li> </ul>
<p><a href="#">MA.912.A.4.4</a>:</p>	<p>Divide polynomials by monomials and polynomials with various techniques, including synthetic division.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.4.In.d</a>: Identify factors of expressions with whole numbers by dividing.</li> <li>• <a href="#">MA.912.A.4.Su.c</a>: Identify factors of whole numbers by using division facts.</li> <li>• <a href="#">MA.912.A.4.Pa.c</a>: Separate groups of objects to 10 into sets with the same quantity.</li> </ul>
<p><a href="#">MA.912.A.5.1</a>:</p>	<p>Simplify algebraic ratios.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.5.In.a</a>: Use numbers to represent ratios in real-world situations.</li> <li>• <a href="#">MA.912.A.5.Su.a</a>: Use simple ratios represented by physical and visual models to solve real-world problems.</li> <li>• <a href="#">MA.912.A.5.Pa.a</a>: Identify a simple ratio, such as 1 to 2, to solve real-world problems.</li> </ul>
<p><a href="#">MA.912.A.5.4</a>:</p>	<p>Solve algebraic proportions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.5.In.b</a>: Solve problems involving ratios in real-world situations.</li> <li>• <a href="#">MA.912.A.5.Su.a</a>: Use simple ratios represented by physical and visual models to solve real-world problems.</li> <li>• <a href="#">MA.912.A.5.Pa.a</a>: Identify a simple ratio, such as 1 to 2, to solve real-world problems.</li> </ul>

<p><a href="#"><u>MA.912.A.6.1:</u></a></p>	<p>Simplify radical expressions</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.6.In.a:</u></a> Identify perfect squares and their factors, including 1, 4, 9, 16, 25, 49, 64, 100, and 144 using visual models.</li> <li>• <a href="#"><u>MA.912.A.6.Su.a:</u></a> Use physical models of perfect squares, including 1, 4, 9, 16, 25, and 100, to solve problems.</li> <li>• <a href="#"><u>MA.912.A.6.Pa.a:</u></a> Use one-to-one correspondence to identify equal sets of objects to solve problems.</li> </ul>
<p><a href="#"><u>MA.912.A.6.2:</u></a></p>	<p>Add, subtract, multiply, and divide radical expressions (square roots and higher).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.6.In.b:</u></a> Use factors of perfect squares to solve problems in real-world situations.</li> <li>• <a href="#"><u>MA.912.A.6.Su.a:</u></a> Use physical models of perfect squares, including 1, 4, 9, 16, 25, and 100, to solve problems.</li> <li>• <a href="#"><u>MA.912.A.6.Pa.a:</u></a> Use one-to-one correspondence to identify equal sets of objects to solve problems.</li> </ul>
<p><a href="#"><u>MA.912.A.7.1:</u></a></p>	<p>Graph quadratic equations with and without graphing technology.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.7.In.a:</u></a> Use information from tables and other types of visual models to plot numbers on a line graph representing real-world situations.</li> <li>• <a href="#"><u>MA.912.A.7.Su.a:</u></a> Identify information from tables and simple line graphs representing real-world situations.</li> <li>• <a href="#"><u>MA.912.A.7.Pa.a:</u></a> Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which groups have more or less.</li> </ul>
<p><a href="#"><u>MA.912.A.7.2:</u></a></p>	<p>Solve quadratic equations over the real numbers by factoring and by using the quadratic formula.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.7.In.b</a>: Compare quantities from real-world situations represented on a graph and explain similarities and differences.</li> <li>• <a href="#">MA.912.A.7.Su.b</a>: Compare quantities from similar real-world situations represented on a graph.</li> <li>• <a href="#">MA.912.A.7.Pa.a</a>: Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which groups have more or less.</li> </ul>
<p><a href="#">MA.912.A.7.8</a>:</p>	<p>Use quadratic equations to solve real-world problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.7.In.c</a>: Use equations involving addition, subtraction, multiplication, and division of whole numbers to solve real-world problems.</li> <li>• <a href="#">MA.912.A.7.Su.c</a>: Solve number sentences (equations) using visual and physical models representing real-world situations.</li> <li>• <a href="#">MA.912.A.7.Pa.b</a>: Solve problems by joining or separating quantities to 10 using objects, pictures, or symbols.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (40)

<b>Approximate:</b>	A number or measurement that is close to or near its exact value.
<b>Area:</b>	The number of square units needed to cover a surface.
<b>Chart:</b>	A data display that presents information in columns and rows.
<b>Constant:</b>	Any value that does not change.
<b>Coordinate plane:</b>	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
<b>Coordinate:</b>	Numbers that correspond to points on a coordinate plane in the form (x, y), or a number that corresponds to a point on a number line.

<b>e:</b>	$e=2.7182818284\dots$ , is an irrational number and the base of the natural logarithm. $e$ is sometimes known as Napier's constant although the symbol $e$ honors Euler.
<b>Equal:</b>	Having the same value (=).
<b>Equation:</b>	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
<b>Estimate:</b>	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
<b>Expression:</b>	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
<b>Factor:</b>	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
<b>Height:</b>	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
<b>Integral:</b>	Integer valued.
<b>Intersection:</b>	The intersection of two sets $A$ and $B$ is the set of elements common to $A$ and $B$ . For lines or curves, it is the point at which lines or curves meet; for planes, it is the line where planes meet.
<b>Line:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
<b>Linear equation:</b>	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
<b>Plot:</b>	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Product:</b>	The result of multiplying numbers together.
<b>Proportion:</b>	A mathematical sentence stating that two ratios are equal.
<b>Real number:</b>	The set of all rational and irrational numbers.
<b>Root:</b>	A root of a polynomial is a number $x$ such that $P(x)=0$ . A polynomial



	of degree $n$ has $n$ complex roots.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Simplify:</b>	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
<b>Square:</b>	A rectangle with four congruent sides; also, a rhombus with four right angles.
<b>Synthetic division:</b>	A shortcut method for dividing a polynomial by another polynomial of the first degree. It can be used in place of the standard long division algorithm. This method reduces the polynomials factor into a set of numeric values. After these values are processed, the resulting set of numeric outputs is used to construct the polynomial quotient and the polynomial remainder.
<b>System of linear equations:</b>	Two or more related linear equations that have a common solution (A system of linear equations can have no common solutions, one common solution, or many common solutions).
<b>System of equations:</b>	A group of two or more equations that are related to the same situation and share variables. The solution to a system of equations is an ordered number set that makes all of the equations true.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.
<b>Variable:</b>	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$ , or a variable might be fixed as in $2x+1=5$ .
<b>Exponent (exponential form):</b>	The number of times the base occurs as a factor, for example $2^3$ is the exponential form of $2 \times 2 \times 2$ . The number two (2) is called the base, and the number three (3) is called the exponent.
<b>Exponential Function:</b>	A function of the form $y = ab^{cx+d} + e$ , where $a, b, c, d, e, x$ are real numbers, $a, b, c$ are nonzero, $b \neq 1$ , and $b > 0$ .
<b>Function:</b>	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $F(a) \in B$ .

<b>Monomial:</b>	A polynomial with one term such as 5, -2xyz, or $xy^4$
<b>Polynomial:</b>	The sum or difference of terms which have variables raised to positive integer powers and which have coefficients that may be real or complex. Examples: $5x^3 - 2x^2 + x - 13$ , $x^2y^3 + xy$ , and $(1 + i)a^2 + ib^2$ . Standard form for a polynomial in one variable: $a_nx^n + a_{n-1}x^{n-1} + \dots + a^2x^2 + a_1x + a_0$ Even though the prefix poly- means many, the word polynomial refers to polynomials with 1 term (monomials), 2 terms (binomials), 3 terms, (trinomials), etc.
<b>Quadratic Equation:</b>	A second-order polynomial equation in a single variable x with $a \neq 0$ : $ax^2 + bx + c = 0$ . Because it is a second-order polynomial equation, the fundamental theorem of algebra guarantees that it has two solutions that may be both real or both complex.
<b>Quadratic Formula:</b>	A formula for the roots of a quadratic equation. Given $ax^2 + bx + c = 0$ , then $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ .
<b>Radical:</b>	The symbol $\sqrt[n]{x}$ used to indicate a root. The expression $\sqrt[n]{x}$ is therefore read "x radical n" or "the nth root of x." A radical without an index number is understood to be a square root.
<b>Width:</b>	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).



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# Course: 7912080 Access Algebra 1A

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page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1765.aspx?ct=1>

## BASIC INFORMATION

Course Number:	7912080
Course Title:	Access Algebra 1A
Course Abbreviated Title:	Access Algebra 1A
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
Number of Credits:	Course may be taken for up to two credits
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(25) Supported(21) Participatory(16)

<a href="#">MA.912.A.1.1:</a>	Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational
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	<p>numbers, irrational numbers).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.1.In.a</a>: Identify and use equivalent forms of fractions, such as halves, fourths, thirds, sixths, eighths, tenths, and sixteenths; decimals to the hundredths place; and percents, such as 25%, 50%, 75%, 100%, 33%, and 67%, using visual and numerical representation</li> <li>• <a href="#">MA.912.A.1.In.b</a>: Identify examples of positive and negative whole numbers in real-world situations.</li> <li>• <a href="#">MA.912.A.1.In.c</a>: Determine the value of numbers to 10 with the exponents 2 and 3, such as 42 and 33, using physical and visual patterns.</li> <li>• <a href="#">MA.912.A.1.Su.a</a>: Identify equivalent forms of fractions, such as halves, thirds, and fourths; percents, such as 50%, 33%, and 25%; and decimals in the context of money, using visual and numerical representation in real-world situations.</li> <li>• <a href="#">MA.912.A.1.Su.b</a>: Identify the value of numbers to 5 with the exponent 2 using physical and visual models.</li> <li>• <a href="#">MA.912.A.1.Pa.a</a>: Identify and express quantity in sets to 10 using objects, pictures, symbols, or number names.</li> </ul>
<p><a href="#">MA.912.A.1.2</a>:</p>	<p>Compare real number expressions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.1.In.d</a>: Compare and order numbers, including whole numbers, fractions, decimals, and percents, expressed in the same form to solve problems in real-world situations.</li> <li>• <a href="#">MA.912.A.1.Su.c</a>: Compare and order whole numbers, fractions, including halves, fourths, thirds, and sixths; and decimals including .25, .50, .75, 1.00, in real-world situations.</li> <li>• <a href="#">MA.912.A.1.Pa.b</a>: Recognize half and whole sets of objects to 10.</li> </ul>
<p><a href="#">MA.912.A.1.3</a>:</p>	<p>Simplify real number expressions using the laws of exponents.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.1.In.e</a>: Simplify fractions and decimals by reducing to lowest terms.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.1.In.f</a>: Simplify fractions greater than 1, such as <math>\frac{8}{4}</math>, by using division facts.</li> <li>• <a href="#">MA.912.A.1.Su.d</a>: Simplify whole numbers to 100 using place value and grouping with visual representation.</li> <li>• <a href="#">MA.912.A.1.Pa.c</a>: Demonstrate one-to-one correspondence by counting objects or actions to 10.</li> </ul>
<p><a href="#">MA.912.A.1.4</a>:</p>	<p>Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers) using multi-step and real-world problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.1.In.g</a>: Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key info</li> <li>• <a href="#">MA.912.A.1.Su.e</a>: Use repeated addition of the same number to solve one-digit multiplication facts and repeated subtraction of the same number to solve one-digit division facts in real-world situations.</li> <li>• <a href="#">MA.912.A.1.Su.f</a>: Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.</li> <li>• <a href="#">MA.912.A.1.Pa.d</a>: Identify a given quantity to 9 and add 1 more to solve problems.</li> <li>• <a href="#">MA.912.A.1.Pa.e</a>: Identify a given quantity to 10 and take away 1 to solve problems.</li> </ul>
<p><a href="#">MA.912.A.1.5</a>:</p>	<p>Use dimensional (unit) analysis to perform conversions between units of measure, including rates.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.1.In.h</a>: Use tools, including charts and technology, to convert standard units of measurement within the same system, such as money, length, capacity, time, and weight.</li> <li>• <a href="#">MA.912.A.1.Su.g</a>: Use tools, such as simple charts and</li> </ul>

	<p>technology, to convert standard units of measurement within the same system, such as money, length, and capacity.</p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.1.Pa.f</a>: Identify tools used for measurement, such as clocks, calendars, rulers, or gallon containers.</li> </ul>
<p><a href="#">MA.912.A.10.1</a>:</p>	<p>Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.10.In.a</a>: Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.</li> <li>• <a href="#">MA.912.A.10.In.b</a>: Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.</li> <li>• <a href="#">MA.912.A.10.Su.a</a>: Use visual and physical models as strategies for solving real-world mathematical problems.</li> <li>• <a href="#">MA.912.A.10.Pa.a</a>: Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.</li> </ul>
<p><a href="#">MA.912.A.10.2</a>:</p>	<p>Decide whether a solution is reasonable in the context of the original situation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.10.In.a</a>: Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.</li> <li>• <a href="#">MA.912.A.10.In.b</a>: Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.</li> <li>• <a href="#">MA.912.A.10.Su.b</a>: Use resources, such as calculators, to verify accuracy of solutions to problems.</li> <li>• <a href="#">MA.912.A.10.Su.a</a>: Use visual and physical models as strategies for solving real-world mathematical problems.</li> <li>• <a href="#">MA.912.A.10.Pa.a</a>: Solve real-world problems involving</li> </ul>

	<p>quantities to 10 and match the result to the correct answer to determine accuracy.</p>
<p><a href="#">MA.912.A.10.3:</a></p>	<p>Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.10.In.b:</a> Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.</li> <li>• <a href="#">MA.912.A.10.Su.b:</a> Use resources, such as calculators, to verify accuracy of solutions to problems.</li> <li>• <a href="#">MA.912.A.10.Pa.a:</a> Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.</li> </ul>
<p><a href="#">MA.912.A.2.1:</a></p>	<p>Create a graph to represent a real-world situation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.2.In.a:</a> Organize data from real-world situations into categories, identify the labels, and display in simple bar, line, and circle graphs.</li> <li>• <a href="#">MA.912.A.2.Su.a:</a> Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.</li> <li>• <a href="#">MA.912.A.2.Pa.a:</a> Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.</li> </ul>
<p><a href="#">MA.912.A.2.2:</a></p>	<p>Interpret a graph representing a real-world situation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.2.In.b:</a> Interpret simple bar, line, and circle graphs representing data from real-world situations.</li> <li>• <a href="#">MA.912.A.2.Su.b:</a> Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.2.Pa.a</a>: Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.</li> </ul>
<a href="#">MA.912.A.2.3:</a>	<p>Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.2.In.c</a>: Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.</li> <li>• <a href="#">MA.912.A.2.Su.c</a>: Identify number patterns and relationships using physical and visual models representing real-world situations.</li> <li>• <a href="#">MA.912.A.2.Pa.b</a>: Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.</li> </ul>
<a href="#">MA.912.A.2.4:</a>	<p>Determine the domain and range of a relation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.2.In.d</a>: Use function tables and simple graphs to determine the mathematical relationship between two numbers representing real-world situations.</li> <li>• <a href="#">MA.912.A.2.Su.c</a>: Identify number patterns and relationships using physical and visual models representing real-world situations.</li> <li>• <a href="#">MA.912.A.2.Pa.b</a>: Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.</li> </ul>
<a href="#">MA.912.A.2.13:</a>	<p>Solve real-world problems involving relations and functions.</p> <p><b>Access Points:</b></p>
<a href="#">MA.912.A.3.1:</a>	<p>Solve linear equations in one variable that include simplifying algebraic expressions.</p> <p><b>Access Points:</b></p>



	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.a</a>: Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.a</a>: Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.</li> <li>• <a href="#">MA.912.A.3.Pa.a</a>: Identify quantities to 9 or more and add 1 more in real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.b</a>: Identify quantities to 10 or more and take 1 away in real-world situations.</li> </ul>
<p><a href="#">MA.912.A.3.2</a>:</p>	<p>Identify and apply the distributive, associative, and commutative properties of real numbers and the properties of equality.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.b</a>: Use the commutative, associative, and equality properties of addition as strategies to solve equations involving real-world situations.</li> <li>• <a href="#">MA.912.A.3.In.c</a>: Use the commutative and associative property of multiplication and the properties of one and zero for multiplication as strategies to solve equations involving real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.b</a>: Use the commutative property and the additive identity property of addition as a strategy to solve number sentences (equations).</li> <li>• <a href="#">MA.912.A.3.Pa.a</a>: Identify quantities to 9 or more and add 1 more in real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.b</a>: Identify quantities to 10 or more and take 1 away in real-world situations.</li> </ul>
<p><a href="#">MA.912.A.3.3</a>:</p>	<p>Solve literal equations for a specified variable.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.d</a>: Solve equations involving common literal formulas related to real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.c</a>: Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.Pa.a</a>: Identify quantities to 9 or more and add 1 more in real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.b</a>: Identify quantities to 10 or more and take 1 away in real-world situations.</li> </ul>
<p><a href="#">MA.912.A.3.4:</a></p>	<p>Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.a</a>: Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.</li> <li>• <a href="#">MA.912.A.3.In.e</a>: Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.</li> <li>• <a href="#">MA.912.A.3.Su.d</a>: Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.a</a>: Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.</li> <li>• <a href="#">MA.912.A.3.Pa.c</a>: Identify quantities to 10 as equal or unequal.</li> </ul>
<p><a href="#">MA.912.A.3.5:</a></p>	<p>Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.f</a>: Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.</li> <li>• <a href="#">MA.912.A.3.Su.c</a>: Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.d</a>: Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.c</a>: Identify quantities to 10 as equal or</li> </ul>

	unequal.
<p><a href="#">MA.912.A.3.7:</a></p>	<p>Rewrite equations of a line into slope-intercept form and standard form.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.g:</a> Create function tables and simple graphs that show the mathematical relationship between number pairs.</li> <li>• <a href="#">MA.912.A.3.Su.e:</a> Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</li> <li>• <a href="#">MA.912.A.3.Pa.d:</a> Sort sets of objects to 10 into groups by quantity.</li> </ul>
<p><a href="#">MA.912.A.3.8:</a></p>	<p>Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope-intercept form, standard form, or point-slope form .</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.g:</a> Create function tables and simple graphs that show the mathematical relationship between number pairs.</li> <li>• <a href="#">MA.912.A.3.Su.e:</a> Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</li> <li>• <a href="#">MA.912.A.3.Pa.d:</a> Sort sets of objects to 10 into groups by quantity.</li> </ul>
<p><a href="#">MA.912.A.3.9:</a></p>	<p>Determine the slope, x-intercept, and y-intercept of a line given its graph, its equation, or two points on the line.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.g:</a> Create function tables and simple graphs that show the mathematical relationship between number pairs.</li> <li>• <a href="#">MA.912.A.3.Su.e:</a> Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</li> <li>• <a href="#">MA.912.A.3.Pa.d:</a> Sort sets of objects to 10 into groups by</li> </ul>

	quantity.
<p><a href="#"><u>MA.912.A.3.10:</u></a></p>	<p>Write an equation of a line given any of the following information: two points on the line, its slope and one point on the line, or its graph. Also, find an equation of a new line parallel to a given line, or perpendicular to a given line, through a given point on the new line.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.3.In.h:</u></a> Use function tables and simple graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#"><u>MA.912.A.3.Su.f:</u></a> Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#"><u>MA.912.A.3.Pa.e:</u></a> Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.</li> </ul>
<p><a href="#"><u>MA.912.A.3.11:</u></a></p>	<p>Write an equation of a line that models a data set, and use the equation or the graph to make predictions. Describe the slope of the line in terms of the data, recognizing that the slope is the rate of change.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.3.In.h:</u></a> Use function tables and simple graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#"><u>MA.912.A.3.Su.f:</u></a> Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#"><u>MA.912.A.3.Pa.e:</u></a> Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.</li> </ul>
<p><a href="#"><u>MA.912.A.3.12:</u></a></p>	<p>Graph a linear equation or inequality in two variables with and without graphing technology. Write an equation or inequality represented by a given graph.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.g</a>: Create function tables and simple graphs that show the mathematical relationship between number pairs.</li> <li>• <a href="#">MA.912.A.3.Su.e</a>: Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</li> <li>• <a href="#">MA.912.A.3.Pa.d</a>: Sort sets of objects to 10 into groups by quantity.</li> </ul>
<p><a href="#">MA.912.D.7.1:</a></p>	<p>Perform set operations such as union and intersection, complement, and cross product.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.D.7.In.a</a>: Identify and sort elements in two sets, combine the sets to identify elements in either set to form a union, and identify the elements that are in both sets (intersection) using physical and visual models.</li> <li>• <a href="#">MA.912.D.7.Su.a</a>: Sort elements into two sets and combine elements in either set to form a union using physical and visual models.</li> <li>• <a href="#">MA.912.D.7.Pa.a</a>: Sort the common element in two sets of objects.</li> </ul>
<p><a href="#">MA.912.D.7.2:</a></p>	<p>Use Venn diagrams to explore relationships and patterns and to make arguments about relationships between sets.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.D.7.In.b</a>: Use Venn diagrams to represent the elements in both sets (intersection) of two sets.</li> <li>• <a href="#">MA.912.D.7.Su.b</a>: Use physical models to identify elements from both sets that belong together (intersection).</li> <li>• <a href="#">MA.912.D.7.Pa.a</a>: Sort the common element in two sets of objects.</li> </ul>
<p><a href="#">MA.912.G.1.4:</a></p>	<p>Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.1.In.c</a>: Locate and identify points on coordinate planes, such as line graphs or maps, using ordered pairs of numbers.</li> <li>• <a href="#">MA.912.G.1.Su.d</a>: Locate specified points on a coordinate plane, such as a simple map represented on a grid.</li> <li>• <a href="#">MA.912.G.1.Pa.c</a>: Solve real-world problems involving points, lines, angles, and areas (planes) using directional and positional language.</li> </ul>
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## RELATED GLOSSARY TERM DEFINITIONS (63)






<b>Absolute value:</b>	A number's distance from zero on a number line. Distance is expressed as a positive value.
<b>Algebraic expression:</b>	An expression that includes at least one variable. Algebraic expressions do not contain equality or inequality symbols (= or $\neq$ ).
<b>Area:</b>	The number of square units needed to cover a surface.
<b>Axes:</b>	The horizontal and vertical number lines used in a coordinate plane system.
<b>Chart:</b>	A data display that presents information in columns and rows.
<b>Constant:</b>	Any value that does not change.
<b>Coordinate plane:</b>	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
<b>Coordinate:</b>	Numbers that correspond to points on a coordinate plane in the form $(x, y)$ , or a number that corresponds to a point on a number line.
<b>Domain:</b>	The set of values of the independent variable(s) for which a function or relation is defined.
<b>Equation:</b>	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.

<b>Equivalent:</b>	Having the same value.
<b>Estimate:</b>	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
<b>Expression:</b>	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
<b>Formula:</b>	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
<b>Geometry:</b>	The branch of mathematics that explores the position, size, and shape of figures.
<b>Height:</b>	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
<b>Hypotenuse:</b>	The longest side of a right triangle; the side opposite the right angle.
<b>Integers:</b>	The numbers in the set {...-4, -3, -2, -1, 0, 1, 2, 3, 4...}.
<b>Intersection:</b>	The intersection of two sets A and B is the set of elements common to A and B. For lines or curves, it is the point at which lines or curves meet; for planes, it is the line where planes meet.
<b>Irrational number:</b>	A real number that cannot be expressed as a ratio of two integers.
<b>Length:</b>	A one-dimensional measure that is the measurable property of line segments.
<b>Line:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
<b>Line graph:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
<b>Linear equation:</b>	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
<b>Literal equations:</b>	An equation that contains more than one variable; an implicit equation; often mathematical formula.
<b>Mass:</b>	The amount of matter of an object.
<b>Model:</b>	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.

<b>Number line:</b>	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
<b>Operation:</b>	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
<b>Origin:</b>	The point of intersection of the x- and y-axes in a rectangular coordinate system, where the x-coordinate and y-coordinate are both zero. On a number line, the origin is the 0 point. In three dimensions, the origin is the point (0, 0, 0).
<b>Parallel lines:</b>	Two lines in the same plane that are a constant distance apart. Parallel lines have equal slopes.
<b>Pattern:</b>	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
<b>Percent:</b>	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
<b>Perpendicular:</b>	Two lines, two line segments, or two planes are said to be perpendicular when they intersect at a right angle.
<b>Plot:</b>	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Product:</b>	The result of multiplying numbers together.
<b>Properties of Equality:</b>	1) A balanced equation will remain balanced if you add, subtract, multiply or divide both sides by the same number. 2) A quantity equal to another quantity can be substituted for it. Reflexive property: $a=a$ Symmetric property: If $a=b$ then $b=a$ . Transitive property: If $a=b$ and $b=c$ then $a=c$ .
<b>Rate:</b>	A ratio that compares two quantities of different units.



<b>Rate of change:</b>	The ratio of change in one quantity to the corresponding change in another quantity.
<b>Real number:</b>	The set of all rational and irrational numbers.
<b>Relation:</b>	A relation from A to B is any subset of the cross product (Cartesian product) of A and B.
<b>Right triangle:</b>	A triangle having an interior right angle.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Simplify:</b>	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
<b>Square:</b>	A rectangle with four congruent sides; also, a rhombus with four right angles.
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.
<b>Unit:</b>	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
<b>Variable:</b>	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$ , or a variable might be fixed as in $2x+1=5$ .
<b>Circle:</b>	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
<b>Commutative property:</b>	The order in which two numbers are added or multiplied does not change their sum or product, respectively (e.g., $2 + 3 = 3 + 2$ , or $4 \times 7 = 7 \times 4$ ).
<b>Exponent (exponential form):</b>	The number of times the base occurs as a factor, for example $2^3$ is the exponential form of $2 \times 2 \times 2$ . The number two (2) is called the base, and the number three (3) is called the exponent.
<b>Exponential Function:</b>	A function of the form $y = ab^{cx+d} + e$ , where a,b,c,d,e,x are real numbers, a, b, c are nonzero, $b \neq 1$ , and $b > 0$ .
<b>Function:</b>	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation $f$ such that every

	<p><math>a</math>  <math>A</math> is uniquely associated with an object <math>F(a)</math>  <math>B</math>.</p>
<b>Inequality:</b>	A sentence that states one expression is greater than ( $>$ ), greater than or equal to ( $\geq$ ), less than ( $<$ ), less than or equal to ( $\leq$ ), another expression.
<b>Radical:</b>	The symbol  used to indicate a root. The expression  is therefore read "x radical n" or "the nth root of x." A radical without an index number is understood to be a square root.
<b>Rational Number:</b>	A number that can be expressed as a ratio $a/b$ , where $a$ and $b$ are integers and $b \neq 0$ .
<b>Scientific Notation:</b>	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number that is greater than or equal to one (1) and less than 10 (e.g., $7.59 \times 10^5 = 759,000$ ).
<b>Slope:</b>	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or $y/x$ . Also the constant, $m$ , in the linear equation for the slope-intercept form $y = mx + b$ , where  .
<b>Volume:</b>	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
<b>Width:</b>	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
<b>x-intercept:</b>	The value of $x$ at the point where a line or a curve intersects the $x$ -axis. The value of $y$ is zero at this point.
<b>y-intercept:</b>	the value of $y$ at the point where a line or a curve intersects the $y$ -axis. The value of $x$ is zero at this point.



# Course: 7912070 Access Liberal Arts Mathematics

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1764.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	7912070
<b>Course Title:</b>	Access Liberal Arts Mathematics
<b>Course Abbreviated Title:</b>	Access Liberal Arts Mathematics
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
<b>Number of Credits:</b>	Course may be taken for up to two credits
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Requires Highly Qualified Teacher(HQT)?</b>	Yes
<b>Class Size?</b>	Yes
<b>No Child Left Behind (NCLB)?</b>	Yes
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(26) Supported(28) Participatory(23)**

<p><a href="#"><u>MA.912.A.1.3:</u></a></p>	<p>Simplify real number expressions using the laws of exponents.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.1.In.e:</u></a> Simplify fractions and decimals by reducing to lowest terms.</li> <li>• <a href="#"><u>MA.912.A.1.In.f:</u></a> Simplify fractions greater than 1, such as <math>\frac{8}{4}</math>, by using division facts.</li> <li>• <a href="#"><u>MA.912.A.1.Su.d:</u></a> Simplify whole numbers to 100 using place value and grouping with visual representation.</li> <li>• <a href="#"><u>MA.912.A.1.Pa.c:</u></a> Demonstrate one-to-one correspondence by counting objects or actions to 10.</li> </ul>
<p><a href="#"><u>MA.912.A.1.4:</u></a></p>	<p>Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers) using multi-step and real-world problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.1.In.g:</u></a> Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key info</li> <li>• <a href="#"><u>MA.912.A.1.Su.e:</u></a> Use repeated addition of the same number to solve one-digit multiplication facts and repeated subtraction of the same number to solve one-digit division facts in real-world situations.</li> <li>• <a href="#"><u>MA.912.A.1.Su.f:</u></a> Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.</li> <li>• <a href="#"><u>MA.912.A.1.Pa.d:</u></a> Identify a given quantity to 9 and add 1 more to solve problems.</li> <li>• <a href="#"><u>MA.912.A.1.Pa.e:</u></a> Identify a given quantity to 10 and take away 1 to solve problems.</li> </ul>
<p><a href="#"><u>MA.912.A.2.1:</u></a></p>	<p>Create a graph to represent a real-world situation.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.2.In.a</a>: Organize data from real-world situations into categories, identify the labels, and display in simple bar, line, and circle graphs.</li> <li>• <a href="#">MA.912.A.2.Su.a</a>: Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.</li> <li>• <a href="#">MA.912.A.2.Pa.a</a>: Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.</li> </ul>
<p><a href="#">MA.912.A.2.2:</a></p>	<p>Interpret a graph representing a real-world situation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.2.In.b</a>: Interpret simple bar, line, and circle graphs representing data from real-world situations.</li> <li>• <a href="#">MA.912.A.2.Su.b</a>: Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.</li> <li>• <a href="#">MA.912.A.2.Pa.a</a>: Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.</li> </ul>
<p><a href="#">MA.912.A.2.3:</a></p>	<p>Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.2.In.c</a>: Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.</li> <li>• <a href="#">MA.912.A.2.Su.c</a>: Identify number patterns and relationships using physical and visual models representing real-world situations.</li> <li>• <a href="#">MA.912.A.2.Pa.b</a>: Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.</li> </ul>
<p><a href="#">MA.912.A.3.3:</a></p>	<p>Solve literal equations for a specified variable.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.d</a>: Solve equations involving common literal formulas related to real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.c</a>: Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.a</a>: Identify quantities to 9 or more and add 1 more in real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.b</a>: Identify quantities to 10 or more and take 1 away in real-world situations.</li> </ul>
<p><a href="#">MA.912.A.3.4:</a></p>	<p>Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.a</a>: Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.</li> <li>• <a href="#">MA.912.A.3.In.e</a>: Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.</li> <li>• <a href="#">MA.912.A.3.Su.d</a>: Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.a</a>: Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.</li> <li>• <a href="#">MA.912.A.3.Pa.c</a>: Identify quantities to 10 as equal or unequal.</li> </ul>
<p><a href="#">MA.912.A.3.5:</a></p>	<p>Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.f</a>: Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.Su.c</a>: Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.d</a>: Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.c</a>: Identify quantities to 10 as equal or unequal.</li> </ul>
<a href="#">MA.912.A.3.7:</a>	<p>Rewrite equations of a line into slope-intercept form and standard form.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.g</a>: Create function tables and simple graphs that show the mathematical relationship between number pairs.</li> <li>• <a href="#">MA.912.A.3.Su.e</a>: Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</li> <li>• <a href="#">MA.912.A.3.Pa.d</a>: Sort sets of objects to 10 into groups by quantity.</li> </ul>
<a href="#">MA.912.A.3.8:</a>	<p>Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope-intercept form, standard form, or point-slope form .</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.g</a>: Create function tables and simple graphs that show the mathematical relationship between number pairs.</li> <li>• <a href="#">MA.912.A.3.Su.e</a>: Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</li> <li>• <a href="#">MA.912.A.3.Pa.d</a>: Sort sets of objects to 10 into groups by quantity.</li> </ul>
<a href="#">MA.912.A.3.9:</a>	<p>Determine the slope, x-intercept, and y-intercept of a line given its graph, its equation, or two points on the line.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.g</a>: Create function tables and simple graphs that show the mathematical relationship between number pairs.</li> <li>• <a href="#">MA.912.A.3.Su.e</a>: Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.</li> <li>• <a href="#">MA.912.A.3.Pa.d</a>: Sort sets of objects to 10 into groups by quantity.</li> </ul>
<p><a href="#">MA.912.A.3.10:</a></p>	<p>Write an equation of a line given any of the following information: two points on the line, its slope and one point on the line, or its graph. Also, find an equation of a new line parallel to a given line, or perpendicular to a given line, through a given point on the new line.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.h</a>: Use function tables and simple graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.f</a>: Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.e</a>: Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.</li> </ul>
<p><a href="#">MA.912.A.3.11:</a></p>	<p>Write an equation of a line that models a data set, and use the equation or the graph to make predictions. Describe the slope of the line in terms of the data, recognizing that the slope is the rate of change.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.A.3.In.h</a>: Use function tables and simple graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#">MA.912.A.3.Su.f</a>: Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#">MA.912.A.3.Pa.e</a>: Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the</li> </ul>



	largest quantity.
<a href="#"><u>MA.912.A.3.13:</u></a>	<p>Use a graph to approximate the solution of a system of linear equations or inequalities in two variables with and without technology.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.3.In.h:</u></a> Use function tables and simple graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#"><u>MA.912.A.3.Su.f:</u></a> Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.</li> <li>• <a href="#"><u>MA.912.A.3.Pa.e:</u></a> Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.</li> </ul>
<a href="#"><u>MA.912.A.7.2:</u></a>	<p>Solve quadratic equations over the real numbers by factoring and by using the quadratic formula.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.A.7.In.b:</u></a> Compare quantities from real-world situations represented on a graph and explain similarities and differences.</li> <li>• <a href="#"><u>MA.912.A.7.Su.b:</u></a> Compare quantities from similar real-world situations represented on a graph.</li> <li>• <a href="#"><u>MA.912.A.7.Pa.a:</u></a> Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which groups have more or less.</li> </ul>
<a href="#"><u>MA.912.G.1.1:</u></a>	<p>Find the lengths and midpoints of line segments in two-dimensional coordinate systems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.G.1.In.a:</u></a> Find the length and midpoint of line segments in real-world situations.</li> <li>• <a href="#"><u>MA.912.G.1.Su.a:</u></a> Determine the midpoint of a line segment.</li> <li>• <a href="#"><u>MA.912.G.1.Pa.a:</u></a> Recognize the ends and middle of a line</li> </ul>

	segment.
<p><a href="#"><u>MA.912.G.1.4:</u></a></p>	<p>Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.G.1.In.c:</u></a> Locate and identify points on coordinate planes, such as line graphs or maps, using ordered pairs of numbers.</li> <li>• <a href="#"><u>MA.912.G.1.Su.d:</u></a> Locate specified points on a coordinate plane, such as a simple map represented on a grid.</li> <li>• <a href="#"><u>MA.912.G.1.Pa.c:</u></a> Solve real-world problems involving points, lines, angles, and areas (planes) using directional and positional language.</li> </ul>
<p><a href="#"><u>MA.912.G.2.3:</u></a></p>	<p>Use properties of congruent and similar polygons to solve mathematical or real-world problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.G.2.In.c:</u></a> Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.</li> <li>• <a href="#"><u>MA.912.G.2.Su.c:</u></a> Match triangles and rectangles that are same shape, but different size (similar) using physical and visual models.</li> <li>• <a href="#"><u>MA.912.G.2.Pa.b:</u></a> Match two or more objects with polygons based on a given feature in real-world situations.</li> </ul>
<p><a href="#"><u>MA.912.G.2.5:</u></a></p>	<p>Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.G.2.In.e:</u></a> Find the perimeter and area of rectangles to solve real-world problems.</li> <li>• <a href="#"><u>MA.912.G.2.Su.e:</u></a> Solve real-world problems involving perimeter using visual models.</li> <li>• <a href="#"><u>MA.912.G.2.Su.f:</u></a> Solve real-world problems to find area of a rectangle to identify total square units using visual models.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.2.Pa.c</a>: Identify objects, pictures, or signs with polygons in real-world situations.</li> </ul>
<p><a href="#">MA.912.G.2.7:</a></p>	<p>Determine how changes in dimensions affect the perimeter and area of common geometric figures.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.2.Su.g</a>: Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.</li> <li>• <a href="#">MA.912.G.2.Pa.c</a>: Identify objects, pictures, or signs with polygons in real-world situations.</li> </ul>
<p><a href="#">MA.912.G.3.1:</a></p>	<p>Describe, classify, and compare relationships among quadrilaterals including the square, rectangle, rhombus, parallelogram, trapezoid, and kite.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.3.In.a</a>: Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.</li> <li>• <a href="#">MA.912.G.3.Su.a</a>: Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.</li> <li>• <a href="#">MA.912.G.3.Pa.a</a>: Identify objects, pictures, or signs with four-sided shapes (quadrilaterals) in real-world situations.</li> </ul>
<p><a href="#">MA.912.G.4.4:</a></p>	<p>Use properties of congruent and similar triangles to solve problems involving lengths and areas.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.4.In.c</a>: Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).</li> <li>• <a href="#">MA.912.G.4.Su.b</a>: Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).</li> <li>• <a href="#">MA.912.G.4.Pa.b</a>: Match two or more objects with a triangle</li> </ul>

	<p>based on a given feature, such as the length of the side or size of the angle, in real-world situations.</p>
<p><a href="#">MA.912.G.5.3:</a></p>	<p>Use special right triangles (<math>30^\circ - 60^\circ - 90^\circ</math> and <math>45^\circ - 45^\circ - 90^\circ</math>) to solve problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.5.In.b</a>: Identify examples of different kinds of right triangles in the environment using physical models.</li> <li>• <a href="#">MA.912.G.5.Su.b</a>: Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.</li> <li>• <a href="#">MA.912.G.5.Pa.a</a>: Identify objects, pictures, or signs with a right triangle.</li> <li>• <a href="#">MA.912.G.5.Pa.b</a>: Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.</li> </ul>
<p><a href="#">MA.912.G.7.5:</a></p>	<p>Explain and use formulas for lateral area, surface area, and volume of solids.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.7.In.c</a>: Measure rectangular prisms to find the volume using the literal formula: length x width x height.</li> <li>• <a href="#">MA.912.G.7.Su.b</a>: Compare volumes of three-dimensional solids in real-world situations.</li> <li>• <a href="#">MA.912.G.7.Pa.b</a>: Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.</li> </ul>
<p><a href="#">MA.912.G.7.7:</a></p>	<p>Determine how changes in dimensions affect the surface area and volume of common geometric solids.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.7.Su.c</a>: Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.</li> <li>• <a href="#">MA.912.G.7.Pa.c</a>: Match two or more objects with three-dimensional solids based on a given feature, such as the</li> </ul>

	<p>number of faces or overall size, in real-world situations.</p>
<p><a href="#"><u>MA.912.G.8.2:</u></a></p>	<p>Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.</p> <p><b>Access Points:</b></p>
<p><a href="#"><u>MA.912.G.8.3:</u></a></p>	<p>Determine whether a solution is reasonable in the context of the original situation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.G.8.In.b:</u></a> Use problem-solving strategies, including visual and physical models and tools, for solving real-world problems involving geometry concepts and skills.</li> <li>• <a href="#"><u>MA.912.G.8.Su.b:</u></a> Use given problem-strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.</li> <li>• <a href="#"><u>MA.912.G.8.Pa.b:</u></a> Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.</li> </ul>
<p><a href="#"><u>MA.912.S.3.1:</u></a></p>	<p>Read and interpret data presented in various formats. Determine whether data is presented in appropriate format, and identify possible corrections. Formats to include:</p> <ul style="list-style-type: none"> <li>• bar graphs</li> <li>• line graphs</li> <li>• stem and leaf plots</li> <li>• circle graphs</li> <li>• histograms</li> <li>• box and whiskers plots</li> <li>• scatter plots</li> <li>• cumulative frequency (ogive) graphs</li> </ul> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.912.S.3.In.a:</u></a> Describe information in bar graphs, circle graphs, and single-line graphs representing data from real-world situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.S.3.Su.a</a>: Identify information in simple pictographs and bar graphs that represent data from real-world situations.</li> <li>• <a href="#">MA.912.S.3.Pa.a</a>: Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.</li> </ul>
<p><a href="#">MA.912.S.3.2</a>:</p>	<p>Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:</p> <ul style="list-style-type: none"> <li>• bar graphs</li> <li>• line graphs</li> <li>• stem and leaf plots</li> <li>• circle graphs</li> <li>• histograms</li> <li>• box and whisker plots</li> <li>• scatter plots</li> <li>• cumulative frequency (ogive) graphs</li> </ul> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.S.3.In.b</a>: Collect data and display in single-line graphs, circle graphs, and bar graphs.</li> <li>• <a href="#">MA.912.S.3.Su.b</a>: Organize data in pictographs and bar graphs and identify the labels for categories.</li> <li>• <a href="#">MA.912.S.3.Pa.a</a>: Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.</li> </ul>
<p><a href="#">MA.912.S.3.3</a>:</p>	<p>Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.S.3.In.c</a>: Determine the mode by identifying the number that occurs most often and the mean by finding the average.</li> <li>• <a href="#">MA.912.S.3.Su.c</a>: Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">MA.912.S.3.Pa.a</a>: Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.</li> </ul>
<a href="#">MA.912.S.3.5</a> :	<p>Calculate and interpret the range and quartiles of a set of data.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.S.3.In.d</a>: Calculate the range and median for data from real-world situations.</li> <li>• <a href="#">MA.912.S.3.Su.d</a>: Find the difference between the largest and smallest numbers in a set of data (range) and the median in a real-world situation.</li> <li>• <a href="#">MA.912.S.3.Pa.a</a>: Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (82)

<b>Absolute value:</b>	A number's distance from zero on a number line. Distance is expressed as a positive value.
<b>Approximate:</b>	A number or measurement that is close to or near its exact value.
<b>Area:</b>	The number of square units needed to cover a surface.
<b>Axes:</b>	The horizontal and vertical number lines used in a coordinate plane system.
<b>Bar graph:</b>	A graph that uses either vertical or horizontal bars to display countable data
<b>Benchmark:</b>	A point of reference from which other measurements or values may be made or judged.
<b>Chart:</b>	A data display that presents information in columns and rows.
<b>Circle graph:</b>	A data display that divides a circle into regions representing a portion to the total set of data. The circle represents the whole set of

	data.
<b>Cone:</b>	A pyramid with a circular base.
<b>Congruent:</b>	Figures or objects that are the same shape and size.
<b>Coordinate plane:</b>	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
<b>Coordinate:</b>	Numbers that correspond to points on a coordinate plane in the form $(x, y)$ , or a number that corresponds to a point on a number line.
<b>Cylinder:</b>	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
<b>Diagonal:</b>	A line segment that joins two non-adjacent vertices in a polygon.
<b>Diameter:</b>	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
<b>Dimension:</b>	The number of coordinates used to express a position.
<b>Equal:</b>	Having the same value (=).
<b>Equation:</b>	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
<b>Expression:</b>	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
<b>Formula:</b>	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
<b>Geometric solid:</b>	A closed three-dimensional geometric figure.
<b>Geometry:</b>	The branch of mathematics that explores the position, size, and shape of figures.
<b>Height:</b>	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
<b>Histogram:</b>	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.



<b>Hypotenuse:</b>	The longest side of a right triangle; the side opposite the right angle.
<b>Integers:</b>	The numbers in the set {...-4, -3, -2, -1, 0, 1, 2, 3, 4...}.
<b>Intersection:</b>	The intersection of two sets A and B is the set of elements common to A and B. For lines or curves, it is the point at which lines or curves meet; for planes, it is the line where planes meet.
<b>Irrational number:</b>	A real number that cannot be expressed as a ratio of two integers.
<b>Kite:</b>	A quadrilateral with two distinct pairs of adjacent congruent sides.
<b>Length:</b>	A one-dimensional measure that is the measurable property of line segments.
<b>Line:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
<b>Line graph:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
<b>Line segment:</b>	A portion of a line that consists of two defined endpoints and all the point in between.
<b>Linear equation:</b>	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
<b>Literal equations:</b>	An equation that contains more than one variable; an implicit equation; often mathematical formula.
<b>Mass:</b>	The amount of matter of an object.
<b>Mean:</b>	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
<b>Median:</b>	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
<b>Model:</b>	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.

<b>Number line:</b>	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
<b>Operation:</b>	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
<b>Origin:</b>	The point of intersection of the x- and y-axes in a rectangular coordinate system, where the x-coordinate and y-coordinate are both zero. On a number line, the origin is the 0 point. In three dimensions, the origin is the point (0, 0, 0).
<b>Parallel lines:</b>	Two lines in the same plane that are a constant distance apart. Parallel lines have equal slopes.
<b>Parallelogram:</b>	A quadrilateral in which both pairs of opposite sides are parallel.
<b>Pentagon:</b>	A polygon with five sides.
<b>Percent:</b>	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
<b>Perimeter:</b>	The distance around a two dimensional figure.
<b>Perpendicular:</b>	Two lines, two line segments, or two planes are said to be perpendicular when they intersect at a right angle.
<b>Plot:</b>	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Polygon:</b>	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
<b>Quadrilateral:</b>	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
<b>Radius:</b>	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
<b>Rate:</b>	A ratio that compares two quantities of different units.

<b>Rate of change:</b>	The ratio of change in one quantity to the corresponding change in another quantity.
<b>Real number:</b>	The set of all rational and irrational numbers.
<b>Rectangle:</b>	A parallelogram with four right angles.
<b>Relation:</b>	A relation from A to B is any subset of the cross product (Cartesian product) of A and B.
<b>Right triangle:</b>	A triangle having an interior right angle.
<b>Scatter plot:</b>	A graph of paired data in which the data values are plotted as points in (x, y) format.
<b>Set:</b>	A set is a finite or infinite collection of distinct objects in which order has no significance.
<b>Side:</b>	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
<b>Simplify:</b>	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
<b>Square:</b>	A rectangle with four congruent sides; also, a rhombus with four right angles.
<b>System of linear equations:</b>	Two or more related linear equations that have a common solution (A system of linear equations can have no common solutions, one common solution, or many common solutions).
<b>Table:</b>	A data display that organizes information about a topic into categories using rows and columns.
<b>Triangle:</b>	A polygon with three sides.
<b>Unit:</b>	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
<b>Variable:</b>	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$ , or a variable might be fixed as in $2x+1=5$ .
<b>Circle:</b>	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$

<b>Exponent (exponential form):</b>	The number of times the base occurs as a factor, for example $2^3$ is the exponential form of $2 \times 2 \times 2$ . The number two (2) is called the base, and the number three (3) is called the exponent.
<b>Function:</b>	A relation in which each value of $x$ is paired with a unique value of $y$ . More formally, a function from $A$ to $B$ is a relation $f$ such that every $a \in A$ is uniquely associated with an object $f(a) \in B$ .
<b>Inequality:</b>	A sentence that states one expression is greater than ( $>$ ), greater than or equal to ( $\geq$ ), less than ( $<$ ), less than or equal to ( $\leq$ ), another expression.
<b>Quadratic Equation:</b>	A second-order polynomial equation in a single variable $x$ with $a \neq 0$ : $ax^2 + bx + c = 0$ . Because it is a second-order polynomial equation, the fundamental theorem of algebra guarantees that it has two solutions that may be both real or both complex.
<b>Quadratic Formula:</b>	A formula for the roots of a quadratic equation. Given $ax^2 + bx + c = 0$ , then $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ .
<b>Rational Number:</b>	A number that can be expressed as a ratio $a/b$ , where $a$ and $b$ are integers and $b \neq 0$ .
<b>Scientific Notation:</b>	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number that is greater than or equal to one (1) and less than 10 (e.g., $7.59 \times 10^5 = 759,000$ ).
<b>Slope:</b>	The ratio of change in the vertical axis ( $y$ -axis) to each unit change in the horizontal axis ( $x$ -axis) in the form rise/run or $\Delta y / \Delta x$ . Also the constant, $m$ , in the linear equation for the slope-intercept form $y = mx + b$ , where $m = \frac{y_1 - y_2}{x_1 - x_2}$ .
<b>Volume:</b>	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
<b>Width:</b>	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
<b>x-intercept:</b>	The value of $x$ at the point where a line or a curve intersects the $x$ -axis. The value of $y$ is zero at this point.
<b>y-intercept:</b>	the value of $y$ at the point where a line or a curve intersects the $y$ -axis. The value of $x$ is zero at this point.



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# Course: 7912060 Access Informal Geometry

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## BASIC INFORMATION

Course Title:	Access Informal Geometry
Course Number:	7912060
Course Abbreviated Title:	Access Inf Geometry
Course Path:	Section: <a href="#">Exceptional Student Education</a> » Grade Group: <a href="#">Senior High and Adult</a> » Subject: <a href="#">Academics - Subject Areas</a> »
Number of Credits:	Course may be taken for up to two credits
Course length:	Year
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	<p>Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which 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.</p> <p>The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.</p> <p>The purpose of this course is to develop the geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• Content-related vocabulary</li> <li>• Attributes of lines, planes, and solids</li> <li>• Properties of size, shape, position, and space</li> <li>• Variables and their impact on outcomes</li> <li>• Varied solution strategies to solve real-world problems</li> </ul>

## RELATED ACCESS POINTS: Independent(25) Supported(26) Participatory(18)

<a href="#">MA.912.G.1.1</a> :	<p>Find the lengths and midpoints of line segments in two-dimensional coordinate systems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.1.In.a</a>: Find the length and midpoint of line segments in real-world situations.</li> <li>• <a href="#">MA.912.G.1.Su.a</a>: Determine the midpoint of a line segment.</li> <li>• <a href="#">MA.912.G.1.Pa.a</a>: Recognize the ends and middle of a line segment.</li> </ul>
<a href="#">MA.912.G.2.1</a> :	<p>Identify and describe convex, concave, regular, and irregular polygons.</p>

**Access Points:**

- [MA.912.G.2.In.a](#): Determine if polygons have all sides and angles equal (regular) or have sides or angles that are not equal (irregular) using physical and visual models.
- [MA.912.G.2.Su.a](#): Identify polygons with all sides and angles equal (regular) in the environment.
- [MA.912.G.2.Pa.a](#): Identify objects or pictures with polygons.

[MA.912.G.3.1](#) :

Describe, classify, and compare relationships among quadrilaterals including the square, rectangle, rhombus, parallelogram, trapezoid, and kite.

**Access Points:**

- [MA.912.G.3.In.a](#): Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.
- [MA.912.G.3.Su.a](#): Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.
- [MA.912.G.3.Pa.a](#): Identify objects, pictures, or signs with four-sided shapes (quadrilaterals) in real-world situations.

[MA.912.G.4.1](#) :

Classify, construct, and describe triangles that are right, acute, obtuse, scalene, isosceles, equilateral, and equiangular.

**Access Points:**

- [MA.912.G.4.In.a](#): Discriminate between triangles that have equal sides and angles (equilateral), triangles that have two equal sides and two equal angles (isosceles), and triangles that have one right angle (right triangle) using visual and physical models.
- [MA.912.G.4.Su.a](#): Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.
- [MA.912.G.4.Pa.a](#): Identify objects, pictures, or signs with a triangle in real-world situations.

[MA.912.G.5.1](#) :

Prove and apply the Pythagorean Theorem and its converse.

**Access Points:**

- [MA.912.G.5.In.a](#): Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse).
- [MA.912.G.5.Su.a](#): Identify right triangles in the environment using physical models.
- [MA.912.G.5.Pa.a](#): Identify objects, pictures, or signs with a right triangle.
- [MA.912.G.5.Pa.b](#): Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.

[MA.912.G.7.1](#) :

Describe and make regular, non-regular, and oblique polyhedra, and sketch the net for a given polyhedron and vice versa.

**Access Points:**

- [MA.912.G.7.In.a](#): Identify and describe three-dimensional solids, including sphere, cylinder, rectangular prism, and cone in the environment using mathematical names.
- [MA.912.G.7.Su.a](#): Identify properties of three-dimensional solids, such as sphere, cylinder, cube, and cone in the environment, when given the common name.
- [MA.912.G.7.Pa.a](#): Identify objects or pictures with three-dimensional solids in real-world situations.

[MA.912.T.2.1](#) :

Define and use the trigonometric ratios (sine, cosine, tangent, cotangent, secant, cosecant) in terms of angles of right triangles.

**Access Points:**

- [MA.912.T.2.In.a](#): Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse) by measuring the sides.
- [MA.912.T.2.Su.a](#): Measure the sides of a right triangle to determine which side is the longest.
- [MA.912.T.2.Pa.a](#): Recognize a right triangle in objects, pictures, or signs in real-world situations.

[MA.912.D.6.2](#) :

Find the converse, inverse, and contrapositive of a statement

**Access Points:**

- [MA.912.D.6.In.a](#): Determine whether “if, then” statements for common events in real-world situations are true or false.
- [MA.912.D.6.Su.a](#): Use pictures and objects to determine whether statements about common events in real-world situations are true or false.
- [MA.912.D.6.Pa.a](#): Recognize whether the solution to a problem involving quantities to 10 in real-world situations is correct or incorrect.

<a href="#">MA.912.G.2.2 :</a>	<p>Determine the measures of interior and exterior angles of polygons, justifying the method used.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.2.In.b:</a> Use tools to measure angles including <math>45^\circ</math>; and <math>90^\circ</math>.</li> <li>• <a href="#">MA.912.G.2.Su.b:</a> Use a model of a right triangle to compare the size of angles, such as acute, obtuse, and right angles.</li> <li>• <a href="#">MA.912.G.2.Pa.a:</a> Identify objects or pictures with polygons.</li> </ul>
<a href="#">MA.912.G.3.2 :</a>	<p>Compare and contrast special quadrilaterals on the basis of their properties.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.3.In.a:</a> Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.</li> <li>• <a href="#">MA.912.G.3.Su.a:</a> Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.</li> <li>• <a href="#">MA.912.G.3.Pa.b:</a> Match two or more objects with four-sided shapes (quadrilaterals), based on a given feature, such as length of side or size of the area.</li> </ul>
<a href="#">MA.912.G.4.2 :</a>	<p>Define, identify, and construct altitudes, medians, angle bisectors, perpendicular bisectors, orthocenter, centroid, incenter, and circumcenter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.4.In.b:</a> Identify the height (altitude) in equilateral and isosceles triangles using physical and visual models.</li> <li>• <a href="#">MA.912.G.4.Su.a:</a> Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.</li> <li>• <a href="#">MA.912.G.4.Pa.b:</a> Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.</li> </ul>
<a href="#">MA.912.G.6.2 :</a>	<p>Define and identify: circumference, radius, diameter, arc, arc length, chord, secant, tangent and concentric circles.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.6.In.a:</a> Identify and describe the circumference, arc, diameter, and radius of circles using physical and visual models.</li> <li>• <a href="#">MA.912.G.6.Su.a:</a> Identify the circumference, arc, and diameter of circles in real-world situations.</li> <li>• <a href="#">MA.912.G.6.Pa.a:</a> Identify objects, pictures, or signs with a circle in real-world situations.</li> </ul>
<a href="#">MA.912.G.8.2 :</a>	<p>Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.</p>
<a href="#">MA.912.G.2.3 :</a>	<p>Use properties of congruent and similar polygons to solve mathematical or real-world problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.2.In.c:</a> Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.</li> <li>• <a href="#">MA.912.G.2.Su.c:</a> Match triangles and rectangles that are same shape, but different size (similar) using physical and visual models.</li> <li>• <a href="#">MA.912.G.2.Pa.b:</a> Match two or more objects with polygons based on a given feature in real-world situations.</li> </ul>
<a href="#">MA.912.G.3.3 :</a>	<p>Use coordinate geometry to prove properties of congruent, regular, and similar quadrilaterals.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.3.In.b:</a> Use tools to identify shapes as having one set of opposite sides parallel and equal in length (parallelograms).</li> <li>• <a href="#">MA.912.G.3.Su.b:</a> Determine whether shapes are rectangular or square by measuring the sides.</li> <li>• <a href="#">MA.912.G.3.Su.c:</a> Identify shapes with one set of opposite sides parallel and equal in length (parallelograms) in the environment using physical and visual models.</li> <li>• <a href="#">MA.912.G.3.Pa.b:</a> Match two or more objects with four-sided shapes (quadrilaterals), based on a given feature, such as length of side or size of the area.</li> </ul>
<a href="#">MA.912.G.5.3 :</a>	<p>Use special right triangles (<math>30^\circ - 60^\circ - 90^\circ</math> and <math>45^\circ - 45^\circ - 90^\circ</math>) to solve problems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.5.In.b:</a> Identify examples of different kinds of right triangles in the environment using physical</li> </ul>



- models.
- [MA.912.G.5.Su.b](#): Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.
  - [MA.912.G.5.Pa.a](#): Identify objects, pictures, or signs with a right triangle.
  - [MA.912.G.5.Pa.b](#): Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.

[MA.912.G.8.3](#) :

Determine whether a solution is reasonable in the context of the original situation.

**Access Points:**

- [MA.912.G.8.In.b](#): Use problem-solving strategies, including visual and physical models and tools, for solving real-world problems involving geometry concepts and skills.
- [MA.912.G.8.Su.b](#): Use given problem-strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.
- [MA.912.G.8.Pa.b](#): Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.

[MA.912.D.6.4](#) :

Use methods of direct and indirect proof and determine whether a short proof is logically valid.

**Access Points:**

- [MA.912.D.6.In.b](#): Determine whether two statements have the same mathematical meaning.
- [MA.912.D.6.Su.b](#): Match two statements that have the same mathematical meaning.
- [MA.912.D.6.Pa.a](#): Recognize whether the solution to a problem involving quantities to 10 in real-world situations is correct or incorrect.

[MA.912.G.2.4](#) :

Apply transformations (translations, reflections, rotations, dilations, and scale factors) to polygons. to determine congruence, similarity, and symmetry. Know that images formed by translations, reflections, and rotations are congruent to the original shape. Create and verify tessellations of the plane using polygons.

**Access Points:**

- [MA.912.G.2.In.d](#): Use physical and visual models to show that a change in orientation, such as turns (rotations), slides (translations), and flips (reflections), does not change the size or shape of a polygon.
- [MA.912.G.2.Su.d](#): Match identical polygons in different positions including turns (rotations), slides (translations), and flips (reflections), using physical models.
- [MA.912.G.2.Pa.b](#): Match two or more objects with polygons based on a given feature in real-world situations.

[MA.912.G.4.4](#) :

Use properties of congruent and similar triangles to solve problems involving lengths and areas.

**Access Points:**

- [MA.912.G.4.In.c](#): Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).
- [MA.912.G.4.Su.b](#): Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).
- [MA.912.G.4.Pa.b](#): Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.

[MA.912.G.6.4](#) :

Determine and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents).

**Access Points:**

- [MA.912.G.6.In.a](#): Identify and describe the circumference, arc, diameter, and radius of circles using physical and visual models.
- [MA.912.G.6.Su.a](#): Identify the circumference, arc, and diameter of circles in real-world situations.
- [MA.912.G.6.Pa.b](#): Match two or more objects with a circle based on a given feature, such as the distance around the outside (circumference) or inside (area) in real-world situations.

[MA.912.G.7.4](#) :

Identify chords, tangents, radii, and great circles of spheres

**Access Points:**

- [MA.912.G.7.In.b](#): Identify a plane that divides a sphere in half.
- [MA.912.G.7.Su.a](#): Identify properties of three-dimensional solids, such as sphere, cylinder, cube, and cone in the environment, when given the common name.
- [MA.912.G.7.Pa.b](#): Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.

[MA.912.G.8.4](#) :

Make conjectures with justifications about geometric ideas. Distinguish between information that supports a

conjecture and the proof of a conjecture.

**Access Points:**

- [MA.912.G.8.In.c](#): Use estimation and resources to determine if solutions to problems involving geometry concepts and skills are reasonable.
- [MA.912.G.8.Su.c](#): Use resources, such as calculators and conversion charts to verify accuracy of solutions to problems involving geometry concepts.
- [MA.912.G.8.Pa.b](#): Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.

[MA.912.G.2.5](#) :

Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.).

**Access Points:**

- [MA.912.G.2.In.e](#): Find the perimeter and area of rectangles to solve real-world problems.
- [MA.912.G.2.Su.e](#): Solve real-world problems involving perimeter using visual models.
- [MA.912.G.2.Su.f](#): Solve real-world problems to find area of a rectangle to identify total square units using visual models.
- [MA.912.G.2.Pa.c](#): Identify objects, pictures, or signs with polygons in real-world situations.

[MA.912.G.4.5](#) :

Apply theorems involving segments divided proportionally.

**Access Points:**

- [MA.912.G.4.In.b](#): Identify the height (altitude) in equilateral and isosceles triangles using physical and visual models.
- [MA.912.G.4.Su.a](#): Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.
- [MA.912.G.4.Pa.a](#): Identify objects, pictures, or signs with a triangle in real-world situations.

[MA.912.G.6.5](#) :

Solve real-world problems using measures of circumference, arc length, and areas of circles and sectors.

**Access Points:**

- [MA.912.G.6.In.b](#): Measure the diameter and radius of circles to solve real-world problems.
- [MA.912.G.6.Su.b](#): Compare the circumference and diameter of circles in real-world situations.
- [MA.912.G.6.Pa.b](#): Match two or more objects with a circle based on a given feature, such as the distance around the outside (circumference) or inside (area) in real-world situations.

[MA.912.G.7.5](#) :

Explain and use formulas for lateral area, surface area, and volume of solids.

**Access Points:**

- [MA.912.G.7.In.c](#): Measure rectangular prisms to find the volume using the literal formula: length x width x height.
- [MA.912.G.7.Su.b](#): Compare volumes of three-dimensional solids in real-world situations.
- [MA.912.G.7.Pa.b](#): Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.

[MA.912.G.4.6](#) :

Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.

**Access Points:**

- [MA.912.G.4.In.c](#): Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).
- [MA.912.G.4.Su.b](#): Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).
- [MA.912.G.4.Pa.b](#): Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.

[MA.912.G.6.6](#) :

Given the center and the radius, find the equation of a circle in the coordinate plane or given the equation of a circle in center-radius form, state the center and the radius of the circle.

**Access Points:**

- [MA.912.G.6.In.c](#): Determine the relationship between a semi-circle and a circle.
- [MA.912.G.6.Su.c](#): Identify examples of semi-circles in the environment.
- [MA.912.G.6.Pa.b](#): Match two or more objects with a circle based on a given feature, such as the distance around the outside (circumference) or inside (area) in real-world situations.

[MA.912.G.7.6](#) :

Identify and use properties of congruent and similar solids.

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.7.In.d</a>: Compare volumes of three-dimensional solids using physical and visual models.</li> <li>• <a href="#">MA.912.G.7.Su.b</a>: Compare volumes of three-dimensional solids in real-world situations.</li> <li>• <a href="#">MA.912.G.7.Pa.a</a>: Identify objects or pictures with three-dimensional solids in real-world situations.</li> <li>• <a href="#">MA.912.G.7.Pa.c</a>: Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.</li> </ul>
<a href="#">MA.912.G.2.7</a> :	<p>Determine how changes in dimensions affect the perimeter and area of common geometric figures.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.2.Su.g</a>: Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.</li> <li>• <a href="#">MA.912.G.2.Pa.c</a>: Identify objects, pictures, or signs with polygons in real-world situations.</li> </ul>
<a href="#">MA.912.G.4.7</a> :	<p>Apply the inequality theorems: triangle inequality, inequality in one triangle, and the Hinge Theorem.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.4.In.a</a>: Discriminate between triangles that have equal sides and angles (equilateral), triangles that have two equal sides and two equal angles (isosceles), and triangles that have one right angle (right triangle) using visual and physical models.</li> <li>• <a href="#">MA.912.G.4.Su.a</a>: Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.</li> <li>• <a href="#">MA.912.G.4.Pa.b</a>: Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.</li> </ul>
<a href="#">MA.912.G.7.7</a> :	<p>Determine how changes in dimensions affect the surface area and volume of common geometric solids.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MA.912.G.7.Su.c</a>: Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.</li> <li>• <a href="#">MA.912.G.7.Pa.c</a>: Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (84)

<b>Altitude:</b>	The perpendicular distance from the top of a geometric figure to its opposite side.
<b>Angle:</b>	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.
<b>Area:</b>	The number of square units needed to cover a surface.
<b>Arc:</b>	Part of a circle.
<b>Attribute:</b>	A quality or characteristic, such as color, thickness, size, and shape.
<b>Benchmark:</b>	A point of reference from which other measurements or values may be made or judged.
<b>Bisector:</b>	A line segment, line, or plane that divides a geometric figure into two congruent halves.
<b>Centroid:</b>	For a triangle, this is the point at which the three medians intersect.
<b>Chart:</b>	A data display that presents information in columns and rows.
<b>Chord:</b>	A line segment whose endpoints lie on a circle.
<b>Circumcenter:</b>	The center of a circumcircle.
<b>Circumference:</b>	The distance around a circle.
<b>Concave:</b>	Defines a shape that curves inward; opposite of convex.
<b>Concentric circles:</b>	Circles that have the same center.
<b>Cone:</b>	A pyramid with a circular base.
<b>Congruent:</b>	Figures or objects that are the same shape and size.
<b>Contrapositive:</b>	Switching the hypothesis and conclusion of a conditional statement and negating both. "If p, then q." becomes "If not q, then not p." The contrapositive has the same truth value as the original statement.
<b>Converse:</b>	Switching the hypothesis and conclusion of a conditional statement. "If p, then q." becomes "If q, then p."

<b>Coordinate plane:</b>	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
<b>Coordinate:</b>	Numbers that correspond to points on a coordinate plane in the form (x, y), or a number that corresponds to a point on a number line.
<b>Cosine:</b>	Cosine function is written as $\cos\theta$ . $\cos(\theta)$ is the x-coordinate of the point on the unit circle so that the ray connecting the point with the origin makes an angle of $\theta$ with the positive x-axis. When $\theta$ is an angle of a right triangle, then $\cos(\theta)$ is the ratio of the adjacent side with the hypotenuse.
<b>Cylinder:</b>	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
<b>Diagonal:</b>	A line segment that joins two non-adjacent vertices in a polygon.
<b>Diameter:</b>	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
<b>Dilation:</b>	Dilation of a figure is a transformation where the points of the figure is transformed from (x,y) to (kx,ky). The scale factor k is a positive real number. If k is bigger than 1, the transformation is an enlargement. If k is between 0 and 1, then it is a contraction.
<b>Dimension:</b>	The number of coordinates used to express a position.
<b>Equal:</b>	Having the same value (=).
<b>Equation:</b>	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
<b>Formula:</b>	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
<b>Geometric solid:</b>	A closed three-dimensional geometric figure.
<b>Geometry:</b>	The branch of mathematics that explores the position, size, and shape of figures.
<b>Great circle:</b>	Is a section of a sphere that contains a diameter of the sphere.
<b>Height:</b>	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
<b>Image:</b>	A figure that is the result of a transformation.
<b>Incenter:</b>	The center of a polygon's inscribed circle
<b>Interior angle:</b>	An angle formed inside a plane figure.
<b>Intersection:</b>	The intersection of two sets A and B is the set of elements common to A and B. For lines or curves, it is the point at which lines or curves meet; for planes, it is the line where planes meet.
<b>Kite:</b>	A quadrilateral with two distinct pairs of adjacent congruent sides.
<b>Length:</b>	A one-dimensional measure that is the measurable property of line segments.
<b>Line:</b>	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
<b>Line segment:</b>	A portion of a line that consists of two defined endpoints and all the point in between.
<b>Median:</b>	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
<b>Net:</b>	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
<b>Oblique:</b>	Tilted at an angle; neither vertical nor horizontal.
<b>Orthocenter:</b>	The point at which the three (possibly extended) altitudes of a triangle intersect.
<b>Parallelogram:</b>	A quadrilateral in which both pairs of opposite sides are parallel.
<b>Pentagon:</b>	A polygon with five sides.
<b>Perimeter:</b>	The distance around a two dimensional figure.
<b>Perpendicular:</b>	Two lines, two line segments, or two planes are said to be perpendicular when they intersect at a right angle.
<b>Plane:</b>	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
<b>Point:</b>	A specific location in space that has no discernable length or width.
<b>Polygon:</b>	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
<b>Proof:</b>	A logical argument that demonstrates the truth of a given statement. In a formal proof, each step can be justified with a reason; such as a given, a definition, an axiom, or a previously proven property or theorem. A mathematical statement that has been proven is called a theorem.
<b>Quadrilateral:</b>	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
<b>Radius:</b>	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
<b>Rectangle:</b>	A parallelogram with four right angles.

<b>Reflection:</b>	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.
<b>Regular polygon:</b>	A polygon that is both equilateral (all sides congruent) and equiangular (all angles congruent).
<b>Right triangle:</b>	A triangle having an interior right angle.
<b>Rotation:</b>	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
<b>Scale factor:</b>	The ratio of any two corresponding lengths in two similar geometric figures. The ratio of areas of two similar figures is the square of the scale factor and the ratio of the volumes of two similar figures is the cube of the scale factor.
<b>Secant:</b>	A line, ray, or segment that intersects a circle at two points (i.e. that contains a chord). A secant to a sphere is a line, ray, or segment that intersects a sphere at two points.
<b>Side:</b>	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
<b>Similarity:</b>	A term describing figures that are the same shape but are not necessarily the same size or in the same position.
<b>Sphere:</b>	A three-dimensional figure in which all points on the figure are equidistant from a center point.
<b>Square:</b>	A rectangle with four congruent sides; also, a rhombus with four right angles.
<b>Symmetry:</b>	An intrinsic property of a mathematical object which causes it to remain invariant under certain classes of transformations (such as rotation, reflection, or translation).
<b>Tessellation:</b>	A covering of a plane with congruent copies of the same pattern with no holes and no overlaps.
<b>Theorem:</b>	A statement or conjecture that can be proven to be true based on postulates, definitions, or other proven theorems. The process of showing a theorem to be correct is called a proof.
<b>Transformation:</b>	An operation on a figure by which another image is created. Common transformations include reflections (flips), translations (slides), rotations (turns) and dilations.
<b>Translation:</b>	A transformation in which every point in a figure is moved in the same direction and by the same distance.
<b>Triangle:</b>	A polygon with three sides.
<b>Circle:</b>	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
<b>Convex:</b>	Defines a shape that curves outward; opposite of concave. A geometric figure is convex if every line segment connecting interior points is entirely contained within the figure's interior.
<b>Hinge Theorem:</b>	The hinge theorem says that if two triangles $\triangle ABC$ and $\triangle DEF$ have congruent sides $AB=DE$ and $AC=DF$ and $m\angle A > m\angle D$ , then $BC > EF$ .
<b>Inequality:</b>	A sentence that states one expression is greater than (>), greater than or equal to ( $\geq$ ), less than (<), less than or equal to ( $\leq$ ), another expression.
<b>Pythagorean Theorem:</b>	The square of the hypotenuse (c) of a right triangle is equal to the sum of the squares of the legs (a and b), as shown in the equation $c^2 = a^2 + b^2$ .
<b>sine:</b>	Sine function is written as $\sin\theta$ . $\sin(q)$ is the y-coordinate of the point on the unit circle so that the ray connecting the point with the origin makes an angle of q with the positive x-axis. When q is an angle of a right triangle, then $\sin(q)$ is the ratio of the opposite side to the hypotenuse.
<b>Slope:</b>	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or $\frac{y}{x}$ . Also the constant, m, in the linear equation for the slope-intercept form $y = mx + b$ , where $m = \frac{y_1 - y_2}{x_1 - x_2}$
<b>Triangle Inequality:</b>	The triangle inequality states that the sum of the lengths of any two sides of a triangle is greater than the length of the third side ( $a+b>c$ , $a+c>b$ , and $b+c>a$ , where a, b, and c are the side lengths of a triangle). Triangle inequality for vectors is defined as follows: Let x and y be vectors. Then the triangle inequality is given by $ \mathbf{x}  -  \mathbf{y}  \leq  \mathbf{x}+\mathbf{y}  \leq  \mathbf{x}  +  \mathbf{y} $ Geometrically, the right-hand part of this inequality states that the sum of the lengths of any two sides of a triangle is greater than the length of the remaining side.
<b>Vertex:</b>	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
<b>Volume:</b>	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
<b>Width:</b>	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
<b>x-axis:</b>	The horizontal number line on a rectangular coordinate system.





**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7912050
<b>Course Title:</b>	Math: 9-12
<b>Previous Course Title:</b>	Applied Math: Comprehensive
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in math concepts and procedures to enable students with disabilities who are functioning at independent levels to prepare to participate effectively in post-school adult living and in the world of work.

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

- number systems, including whole numbers, fractions, and decimals
- number operations and computation
- measurement concepts in length, weight, volume, time, and money
- geometric concepts
- algebraic concepts, including problem solving
- probability and data analysis
- use of calculators
- applications in personal life
- applications in the workplace

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

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

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent levels who are generally capable of working and living independently and may need occasional

## Course Number: 7912050 - Math: 9-12

assistance. 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.

This course may also be used to accommodate the 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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



**Course Number: 7912050 - Math: 9-12**

that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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

**After successfully completing this course, the student will:**

**1. Demonstrate understanding of number concepts and systems, including whole numbers, fractions, and decimals.**

CL.B.3.In.1 identify mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Numbers**

- 1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.2. *Distinguish between all, some, and none. (Mathematics A 1: III)*
- 1.3. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 1.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_  to 10                      \_\_\_  to 100                      \_\_\_  to 1000  
          \_\_\_  to 10,000                      \_\_\_  to 100,000
- 1.5. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*
- 1.6. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*
- 1.7. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*

**Course Number: 7912050 - Math: 9-12**

- 1.8. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1000
- 1.9. *Count from 1 to 5. (Mathematics B 8: III)*
- 1.10. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  by 2s    \_\_\_\_\_  by 5s    \_\_\_\_\_  by 10s    \_\_\_\_\_  by 100s
- 1.11. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 1.12. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1000  
                  \_\_\_\_\_  to 10,000                      \_\_\_\_\_  to 100,000
- 1.13. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1000  
                  \_\_\_\_\_  to 10,000                      \_\_\_\_\_  to 100,000
- 1.14. *Identify one and one more. (Mathematics A 2: III)*
- 1.15. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  first, middle, last                      \_\_\_\_\_  to 5th  
                  \_\_\_\_\_  to 10th                      \_\_\_\_\_  to 100th
- 1.16. *Identify the first and last member in a group of objects. (Mathematics A 3: III)*
- 1.17. *Demonstrate understanding the concept of middle. (Mathematics A 4: IV)*
- 1.18. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.19. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.1, CL.B.2.Su.1)

**Course Number: 7912050 - Math: 9-12**

- 1.20. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.21. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.22. *Read number words, zero to ten. (Mathematics B 11: V)*
- 1.23. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

**Place Value**

- 1.24. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify whole numbers:    \_\_\_\_\_  1s            \_\_\_\_\_  10s            \_\_\_\_\_  100s  
   \_\_\_\_\_  1000s            \_\_\_\_\_  10,000s            \_\_\_\_\_  100,000s  
Specify decimals:            \_\_\_\_\_  tenths            \_\_\_\_\_  hundredths            \_\_\_\_\_  thousandths
- 1.25. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify whole numbers:    \_\_\_\_\_  1s            \_\_\_\_\_  10s            \_\_\_\_\_  100s  
   \_\_\_\_\_  1000s            \_\_\_\_\_  10,000s            \_\_\_\_\_  100,000s  
Specify decimals:            \_\_\_\_\_  tenths            \_\_\_\_\_  hundredths            \_\_\_\_\_  thousandths

**Fractions/Decimals/Percents**

- 1.26. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  halves    \_\_\_\_\_  thirds    \_\_\_\_\_  fourths    \_\_\_\_\_  fifths  
                 \_\_\_\_\_  sixths    \_\_\_\_\_  eighths    \_\_\_\_\_  tenths    \_\_\_\_\_  twelfths  
                 \_\_\_\_\_  other: \_\_\_\_\_
- 1.27. *Identify halves and fourths of an area. (Mathematics J 74: V)*
- 1.28. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.29. Identify the decimal equivalent of a percent (e.g., 98% = .98, 32% = .32) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, determining 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

**Course Number: 7912050 - Math: 9-12**

- 1.30. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_   $1/2 = 50\%$       \_\_\_\_\_   $1/4 = 25\%$       \_\_\_\_\_   $3/4 = 75\%$   
          \_\_\_\_\_   $1/3 = 33\%$       \_\_\_\_\_   $2/3 = 67\%$       \_\_\_\_\_  other: \_\_\_\_\_
- 1.31. *Identify simple fraction and percent equivalents (e.g.,  $1/2 = 50\%$ ,  $1/4 = 25\%$ ).*  
(*Mathematics J 75: VI*)
- 1.32. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.33. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.34. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.35. Write numerals with fractions when completing functional tasks (e.g., writing a recipe). (CL.B.2.In.1, CL.B.2.Su.1)

**2. Use estimation in problem solving and computation.**

CL.B.3.In.2      apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                        \_\_\_ other: \_\_\_\_\_

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- 2.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal before purchasing, estimating how much money is needed to fill a gas tank, estimating the average rate of automobile speed). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can fit through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year, estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

- 2.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right size of bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how many pounds of fruit must be purchased or how many ounces of cheese to buy for a pizza, estimating how much weight you can lift when working out). (CL.B.3.In.2, CL.B.3.Su.2)

**3. Add and subtract whole numbers, decimals, and fractions to solve problems related to personal life and the workplace.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Addition**

- 3.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.3. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify:                      \_\_\_  single digit                      \_\_\_  multiple digits  
                                     \_\_\_  decimals                      \_\_\_  fractions, mixed numbers  
                                     \_\_\_  without regrouping                      \_\_\_  with regrouping  
Specify method: \_\_\_  mentally                      \_\_\_  uses a table or chart  
                                     \_\_\_  uses counters or tallies                      \_\_\_  uses an abacus  
                                     \_\_\_  uses a calculator                      \_\_\_  other: \_\_\_\_\_
- 3.4. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 3.5. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 3.6. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*

**Course Number: 7912050 - Math: 9-12**

- 3.7. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 3.8. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*
- 3.9. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
                                 \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
                                 \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
                                 \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.10. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)*
- 3.11. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 3.12. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)*
- 3.13. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
                                 \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
                                 \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
                                 \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.14. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border is needed to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  like denominators                      \_\_\_\_\_  unlike denominators                      \_\_\_\_\_  mixed numbers
- 3.15. *Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)*

**Subtraction**

- 3.16. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.17. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to deliver, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to drive). (CL.B.3.In.1, CL.B.3.Su.1)

**Course Number: 7912050 - Math: 9-12**

- 3.18. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
                         \_\_\_\_\_  decimals    \_\_\_\_\_  fractions, mixed numbers  
                         \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
                         \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
                         \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.19. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 3.20. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 3.21. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*
- 3.22. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*
- 3.23. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)*
- 3.24. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 3.25. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)*
- 3.26. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
                         \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
                         \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
                         \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.27. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing a checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

- 3.28. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much fabric will be left when you cut off a half a yard). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  like denominators    \_\_\_\_\_  unlike denominators    \_\_\_\_\_  mixed numbers

**4. Multiply and divide whole numbers, decimals, and fractions to solve problems related to personal life and the workplace.**

CL.B.3.In.2                      apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_\_ physical prompt                      \_\_\_\_ verbal prompt                      \_\_\_\_ visual prompt  
\_\_\_\_ assistive technology                      \_\_\_\_ supervision                      \_\_\_\_ other: \_\_\_\_\_

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**Multiplication**

- 4.1. Identify the meaning of the concept of multiplication (e.g., double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.3. Multiply numbers accurately. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify:                      \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
   \_\_\_\_\_  decimals                      \_\_\_\_\_  fractions, mixed numbers  
   \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
   \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
   \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.4. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*
- 4.5. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*
- 4.6. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify:                      \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
   \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally                      \_\_\_\_\_  uses a table or chart  
   \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
   \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.7. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*



**Course Number: 7912050 - Math: 9-12**

- 4.8. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating amount of tax, determining amount of tax on an item, determining the amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)
- 4.9. Multiply numbers with fractions to accomplish functional tasks (e.g., determining amount of discount from a sale, determining overtime if salary equals time and a half). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  like denominators \_\_\_\_\_  unlike denominators \_\_\_\_\_  mixed numbers

**Division**

- 4.10. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [ $\div$ ]). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.11. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing amount owed for a large purchase into monthly payments). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.12. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  single digit \_\_\_\_\_  multiple digits  
\_\_\_\_\_  decimals \_\_\_\_\_  fractions, mixed numbers  
\_\_\_\_\_  without regrouping \_\_\_\_\_  with regrouping  
Specify method: \_\_\_\_\_  mentally \_\_\_\_\_  uses a table or chart  
\_\_\_\_\_  uses counters or tallies \_\_\_\_\_  uses an abacus  
\_\_\_\_\_  uses a calculator \_\_\_\_\_  other: \_\_\_\_\_
- 4.13. *Identify basic division facts products through 81. (Mathematics I 71: VI)*
- 4.14. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  single digit \_\_\_\_\_  multiple digits  
\_\_\_\_\_  without remainders \_\_\_\_\_  with remainders  
Specify method: \_\_\_\_\_  mentally \_\_\_\_\_  uses a table or chart  
\_\_\_\_\_  uses counters or tallies \_\_\_\_\_  uses an abacus  
\_\_\_\_\_  uses a calculator \_\_\_\_\_  other: \_\_\_\_\_
- 4.15. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*
- 4.16. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

4.17. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many bows you can make from  $1\frac{3}{4}$  yards of ribbon, if each takes  $\frac{1}{2}$  yard). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  like denominators \_\_\_\_\_  unlike denominators \_\_\_\_\_  mixed numbers

4.18. Solve problems involving averages to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the batting average of a baseball player, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

**5. Use ratio, proportion, and percents to solve problems related to personal life and the workplace (e.g., calculating rate of interest, combining liquids, creating scale drawings).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 5.1. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.2. Identify situations in daily living when percent is used (e.g., calculating grades or interest rates, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.3. Solve problems involving percent to accomplish functional tasks (e.g., calculating interest, determining amount used). (CL.B.3.In.2, CL.B.3.Su.2)
- 5.4. Identify the meaning of ratio (e.g., relation in amount, size, or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.5. Identify situations in daily living when ratio is used (e.g., mixing cleaning solutions). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.6. Identify the meaning of proportion (e.g., distribution, relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.7. Identify situations in daily living when proportion is used (e.g., scale drawings used in interior design). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.8. Solve problems involving ratio and proportion to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

**6. Select and use measurement concepts and tools involving length, weight, and volume to solve problems related to personal life and the workplace.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Linear Measurement**

6.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_  inches                      \_\_\_  feet                      \_\_\_  yards  
          \_\_\_  miles                      \_\_\_  centimeters                      \_\_\_  meters  
          \_\_\_  other: \_\_\_\_\_

6.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  linear—in., ft., yd., mi., cm., m.  
          \_\_\_  area—sq. ft., sq. yd., sq. mi.  
          \_\_\_  other: \_\_\_\_\_

6.3. Identify the most appropriate tools or equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_  ruler                      \_\_\_  tape measure                      \_\_\_  yard stick  
          \_\_\_  other: \_\_\_\_\_

6.4. *Determine which of three or more objects is smallest, largest, shortest, tallest. (Mathematics A 5: IV)*

6.5. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*

6.6. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_  ruler                      \_\_\_  tape measure                      \_\_\_  yard stick  
          \_\_\_  other: \_\_\_\_\_

6.7. *Measure an object to the nearest inch. (Mathematics F 50: V)*

6.8. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*

**Course Number: 7912050 - Math: 9-12**

6.9. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)

Specify:  12 inches = 1 foot       3 feet = 1 yard  
 36 inches = 1 yard       other: \_\_\_\_\_

6.10. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:  no conversion       conversion

6.11. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

**Volume/Capacity**

6.12. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks).

(CL.B.3.In.1, CL.B.3.Su.1)

Specify:  cup       pint       quart  
 gallon       liter       teaspoon  
 tablespoon       other: \_\_\_\_\_

6.13. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe).

(CL.B.1.In.1, CL.B.1.Su.1)

Specify:  volume—c., tsp., Tbs., gal., l.  
 other: \_\_\_\_\_

6.14. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)

Specify:  measuring cups and spoons       containers marked by volume  
 other: \_\_\_\_\_

6.15. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full). (Mathematics A 6: IV)*

6.16. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.1, CL.B.3.Su.1)

Specify:  cup       pint       quart  
 gallon       liter       teaspoon  
 tablespoon       other: \_\_\_\_\_

6.17. *Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)*

**Course Number: 7912050 - Math: 9-12**

- 6.18. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many tablespoons it takes to fill a 1/4 cup, determining how many pint jars are needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  3 teaspoons = 1 tablespoon      \_\_\_\_\_  4 cups = 1 quart  
          \_\_\_\_\_  4 quarts = 1 gallon                              \_\_\_\_\_  other: \_\_\_\_\_
- 6.19. *Determine capacity by measuring to the nearest cup, quart, or gallon. (Mathematics F 51: VI)*
- 6.20. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a 1-liter bottle of soda, getting the right size of can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  no conversion                              \_\_\_\_\_  conversion

**Weight**

- 6.21. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  ounce                              \_\_\_\_\_  pound                              \_\_\_\_\_  ton  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.22. Identify abbreviations for weight measurement units when completing functional tasks (e.g., filling out a weight chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  weight—oz., lb.  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.23. Identify the most appropriate tools or equipment to measure weight when completing functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  bathroom scales                              \_\_\_\_\_  postal scales                              \_\_\_\_\_  produce scales  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.24. Measure weight accurately using the appropriate tool when completing functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  bathroom scales                              \_\_\_\_\_  postal scales                              \_\_\_\_\_  produce scales  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.25. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 6.26. Identify equivalents for units of weight when completing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  16 ounces = 1 pound                              \_\_\_\_\_  2000 pounds = 1 ton  
          \_\_\_\_\_  other: \_\_\_\_\_
- 6.27. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa to buy to make hot chocolate for a party). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

Specify: \_\_\_\_\_  no conversion                      \_\_\_\_\_  conversion

**7. Select and use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.**

CL.B.3.In.2      apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Time**

7.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  seconds, minutes, hours                      \_\_\_\_\_  days, weeks, months, years  
                    \_\_\_\_\_  seasons of the year                      \_\_\_\_\_  now, later, future, past  
                    \_\_\_\_\_  today, tomorrow                      \_\_\_\_\_  other: \_\_\_\_\_

7.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  time—min., hr., wk., mo., yr., Tues., Dec.  
                    \_\_\_\_\_  other: \_\_\_\_\_

7.3. Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)

7.4. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)

7.5. Identify the days of the week. (Mathematics G 58: IV)

7.6. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)

7.7. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)

7.8. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how many hours to allow for a 90-minute activity). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  60 seconds = 1 minute                      \_\_\_\_\_  60 minutes = 1 hour  
                    \_\_\_\_\_  24 hours = 1 day                      \_\_\_\_\_  7 days = 1 week  
                    \_\_\_\_\_  other: \_\_\_\_\_

7.9. Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = half hour, and 1 week = 7 days). (Mathematics G 63: VI)

**Course Number: 7912050 - Math: 9-12**

- 7.10. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, estimating time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify type of clock: \_\_\_\_\_  analog                      \_\_\_\_\_  digital  
Specify interval:                      \_\_\_\_\_  hour/half hour                      \_\_\_\_\_  minutes
- 7.11. *Tell time to the hour. (Mathematics G 57: IV)*
- 7.12. *Tell time to the hour and half hour. (Mathematics G 59: V)*
- 7.13. *Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)*
- 7.14. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.15. *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*
- 7.16. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  conversion                      \_\_\_\_\_  no conversion
- 7.17. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  conversion                      \_\_\_\_\_  no conversion
- 7.18. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*

**Temperature**

- 7.19. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from another country, reading an oral thermometer, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  degrees Fahrenheit                      \_\_\_\_\_  degrees Celsius
- 7.20. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to identify a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  freezing and boiling points of water                      \_\_\_\_\_  normal body temperature  
                    \_\_\_\_\_  comfortable room temperature                      \_\_\_\_\_  other: \_\_\_\_\_
- 7.21. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)
- 7.22. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  thermometers—weather, oral, cooking

**Course Number: 7912050 - Math: 9-12**

- \_\_\_\_\_  thermostat—furnace, car, motor  
\_\_\_\_\_  other: \_\_\_\_\_

- 7.23. *Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)*
- 7.24. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  thermometer—weather, oral, cooking  
\_\_\_\_\_  thermostat—furnace, car, motor  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.25. *Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)*
- 7.26. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven's temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

**Money**

- 7.27. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00  
\_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_
- 7.28. *Identify coins as money. (Mathematics E 31: III)*
- 7.29. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*
- 7.30. *Identify the cent (¢) sign and the dollar (\$) sign. (Mathematics E 33: IV)*
- 7.31. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10. (Mathematics E 35: V)*
- 7.32. *Identify money values not to exceed \$100 (e.g., \$62.43). (Mathematics E 42: VI)*
- 7.33. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a \$2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00  
\_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7912050 - Math: 9-12**

- 7.34. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.35. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting one hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00  
          \_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_
- 7.36. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 7.37. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 7.38. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00  
          \_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_
- 7.39. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 7.40. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.41. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.42. *Identify which costs more or less through \$5, given the cost of two items. (Mathematics E 36: V)*
- 7.43. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 7.44. Calculate correct change to accomplish functional tasks (e.g., selling items, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$10.00  
          \_\_\_\_\_  to \$20.00      \_\_\_\_\_  to \$100.00      \_\_\_\_\_  other: \_\_\_\_\_
- 7.45. *Determine the change to be received from a \$5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)*
- 7.46. Solve problems involving discounts to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.47. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

- 7.48. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.49. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)
- 7.50. Identify the purposes of a checking and savings account. (Mathematics E 39: V)
- 7.51. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)
- 7.52. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)
- 7.53. Complete forms associated with a savings account. (Mathematics E 45: VI)

**8. Apply concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., using blueprints, diagrams, maps, models).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 8.1. Identify 2-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_  square    \_\_\_  rectangle    \_\_\_  triangle    \_\_\_  circle  
          \_\_\_  other: \_\_\_\_\_
- 8.2. Identify 3-dimensional shapes to accomplish functional tasks (e.g., selecting a tube for packaging a poster for shipping, making a cone for frosting a cake). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_  cube    \_\_\_  sphere    \_\_\_  cylinder    \_\_\_  cone  
          \_\_\_  other: \_\_\_\_\_
- 8.3. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.4. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, hanging a bulletin board, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.5. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

- 8.6. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)
- 8.7. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance traveled around a block for exercising, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

**9. Apply effective algebraic problem-solving strategies in situations related to personal life and the workplace (e.g., classification schemes, formulas, patterns, graphs).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

Indicate guidance and support necessary for mastery at supported level:

physical prompt

verbal prompt

visual prompt

assistive technology

supervision

other: \_\_\_\_\_

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**Algebraic Thinking**

- 9.1. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of a flight of stairs). (CL.B.3.In.1, CL.B.3.Su.1)
- 9.2. Apply a pattern or relationship to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.3. Identify the variables and operations expressed in a formula or equation to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill  $\times$  15%; centering a picture—length/2; calculating unit costs—price is 3 lbs./\$1). (CL.B.3.In.1, CL.B.3.Su.1)
- 9.4. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determine the area of a room— $l \times w$ ; to determine the overdue book fine—days  $\times$  fine each day; to determine amount of time it will take to travel to a different city—distance divided by rate = time). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.5. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel given the distance and time— $r = d/t$ , calculating salary given hourly wage and hours worked—wage  $\times$  hours = salary). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

- 9.6. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

**Solving Mathematical Problems**

- 9.7. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify:  determine nature of the problem  
 select correct technique  
 make reasonable estimate of results  
 apply operation or procedures to obtain result  
 check results for accuracy  
 explain results  
 other: \_\_\_\_\_

- 9.8. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

- 9.9. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.2, CL.B.4.Su.2)

Specify:  drawing pictures or diagrams  using concrete objects  
 paraphrasing  using models  
 other: \_\_\_\_\_

**10. Apply concepts of probability and data analysis in situations related to personal life and the workplace (e.g., predicting likelihood, interpreting average and percent).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

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- 10.1. Identify the meaning of basic concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.3.Su.1)
- 10.2. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win; in a playoff series for a championship a team is favored 2-1 to win a game). (CL.B.3.In.1, CL.B.3.Su.1)

**Course Number: 7912050 - Math: 9-12**

- 10.3. Make a reasonable prediction of the likelihood of a simple event occurring (e.g., likelihood of your football team winning the next game). (CL.B.3.In.2, CL.B.3.Su.2)
- 10.4. Determine the odds for and the odds against a given situation (e.g., raining on a particular day, winning the lottery). (CL.B.3.In.2, CL.B.3.Su.2)

**11. Interpret graphs, tables, and other types of data displays in situations related to personal life and the workplace.**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 11.1. Identify functional situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)
- 11.2. Identify the meaning of measures of central tendency to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_  mean (average)—estimating the average cost of school supplies  
          \_\_\_  mode (most frequent)—determining when a restaurant has the most customers
- 11.3. Solve problems using measures of central tendency to accomplish functional tasks (e.g., determining the most frequent exam scores, determining the average number of customers for a paper route). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.4. Identify the meaning of information that displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_  charts    \_\_\_  graphs    \_\_\_  tables    \_\_\_  other: \_\_\_\_\_
- 11.5. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time a student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7912050 - Math: 9-12**

**12. Use calculators and other electronic tools to assist with computation.**

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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12.1. Identify the most appropriate electronic tools to use in solving selected mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.C.2.In.1, CL.C.2.In.2)

12.2. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.C.2.In.2, CL.C.2.Su.2)

12.3. Demonstrate skills needed to use a calculator correctly. (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_  turning on and off  
          \_\_\_  entering a number  
          \_\_\_  entering a function—add, subtract, multiply, divide  
          \_\_\_  getting a total  
          \_\_\_  using percent  
          \_\_\_  clearing the display  
          \_\_\_  correcting a mistake  
          \_\_\_  other: \_\_\_\_\_

12.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.C.2.In.2, CL.C.2.Su.2)

12.5. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*

12.6. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*

12.7. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*

12.8. *Use a calculator to perform complex multiplication computations. (Mathematics H 69: VII)*

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7910400
<b>Course Title:</b>	Life Skills Reading: 9-12
<b>Previous Course Title:</b>	Functional Reading Skills: Comprehensive
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in fundamental reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- vocabulary
- word attack skills
- comprehension skills
- reading in daily activities
- reading in the workplace
- reading as a leisure activity

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.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with

## Course Number: 7910400 - Life Skills Reading: 9-12

ongoing supervision and support. 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.

This course may also be used to accommodate 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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



**Course Number: 7910400 - Life Skills Reading: 9-12**

technology, tools, and equipment.

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

**After successfully completing this course, the student will:**

- 1. Demonstrate relevant perceptual, conceptual, and linguistic skills for reading (e.g., phonological awareness, visual discrimination, relationship of oral and printed words, syntax, semantics).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper- and lowercase letters, recognition of visual forms of words in handwriting and print, identification of letter/sound relationships, ability to distinguish words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.2. Identify letters when completing functional tasks (e.g., finding own name card, locating seat in a stadium). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.3. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*
- 1.4. Distinguish phonological (sounds) and graphic (letters) differences in words.  
Specify: \_\_\_  presented visually                      \_\_\_  presented orally
- 1.5. Identify rhyming words presented orally.
- 1.6. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.7. Compare multiple meanings of words and phrases (e.g., homonyms, idioms, slang). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.8. Identify synonyms and antonyms for familiar words. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.9. Retell main ideas and details of a story or article after hearing it read or seeing it signed. (CL.B.1.In.2, CL.B.1.Su.2)

**Course Number: 7910400 - Life Skills Reading: 9-12**

- 1.10. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  furniture    \_\_\_\_\_  appliances    \_\_\_\_\_  interior design  
          \_\_\_\_\_  supplies    \_\_\_\_\_  entertainment    \_\_\_\_\_  other: \_\_\_\_\_
- 1.11. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  buildings    \_\_\_\_\_  signs    \_\_\_\_\_  landmarks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.12. Identify objects, locations, events, or persons needed in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. Identify features and events in complex pictures. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.14. *Identify information from a picture. (Reading A 4: IV)*

**2. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Word Identification Skills**

- 2.1. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  initial, medial, and final consonants  
          \_\_\_\_\_  long and short vowels  
          \_\_\_\_\_  initial, medial, and final blends  
          \_\_\_\_\_  patterns and silent letters  
          \_\_\_\_\_  syllables  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.2. Use structural analysis to identify the meaning of unknown (oral or written) words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  compound words    \_\_\_\_\_  prefix  
          \_\_\_\_\_  suffix                      \_\_\_\_\_  other: \_\_\_\_\_
- 2.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  examples                      \_\_\_\_\_  direct explanations  
          \_\_\_\_\_  synonyms                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910400 - Life Skills Reading: 9-12**

2.4. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*

2.5. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words (e.g., looking up the meaning of a word in a dictionary, using the pronunciation function for a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  printed dictionary    \_\_\_\_\_  electronic dictionary  
          \_\_\_\_\_  person                                    \_\_\_\_\_  other: \_\_\_\_\_

**3. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1    identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2    interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.1    identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Su.2    interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate assistance necessary for mastery at participatory level:

\_\_\_\_\_ physical assistance     full     partial                    \_\_\_\_\_ assistive technology     full     partial

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**Signs and Symbols**

3.1. Identify the meaning of symbols and icons used on signs for buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  exit and entrance signs    \_\_\_\_\_  restroom signs  
          \_\_\_\_\_  elevator signs                                    \_\_\_\_\_  other: \_\_\_\_\_

3.2. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  no smoking, danger, poison  
          \_\_\_\_\_  do not use near water, for outside use only  
          \_\_\_\_\_  shock, use grounded outlets, 220 volts only  
          \_\_\_\_\_  other: \_\_\_\_\_

3.3. *Recognize information communicated by common symbols and signs. (Reading A 1: III)*



**Course Number: 7910400 - Life Skills Reading: 9-12**

**Independent Functioning Vocabulary**

- 3.15. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, debit, balance  
\_\_\_\_\_  library—library card, check out, due date, late charge  
\_\_\_\_\_  volunteering—organization, hours, responsibilities  
\_\_\_\_\_  other: \_\_\_\_\_

- 3.16. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  caring for clothing and personal items  
\_\_\_\_\_  preparing and storing food  
\_\_\_\_\_  maintaining lawn and garden  
\_\_\_\_\_  other: \_\_\_\_\_

- 3.17. Identify the meaning of written vocabulary related to leisure activities (e.g., playing sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  indoor games      \_\_\_\_\_  outdoor activities      \_\_\_\_\_  sports  
\_\_\_\_\_  entertainment      \_\_\_\_\_  pets and plants      \_\_\_\_\_  hobbies  
\_\_\_\_\_  other: \_\_\_\_\_

**Abbreviations and Acronyms**

- 3.18. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  linear—ft., yd., mi., m.      \_\_\_\_\_  area—sq. ft., sq. yd.  
\_\_\_\_\_  weight—oz., lb., #      \_\_\_\_\_  volume—c., l., tbs., tsp.  
\_\_\_\_\_  money—\$, ¢      \_\_\_\_\_  time—min., hr., Tues., Dec.  
\_\_\_\_\_  other: \_\_\_\_\_

- 3.19. Identify familiar abbreviations and acronyms for agencies and organizations (e.g., when sending overnight mail, when reading articles in the newspaper, when watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  medical organizations—Health Maintenance Organization (HMO)  
\_\_\_\_\_  government agencies—Developmental Services (DS),  
Vocational Rehabilitation (VR)  
\_\_\_\_\_  mail services—Federal Express (FEDEX), United Parcel Service  
(UPS), United States Postal Services (USPS)  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910400 - Life Skills Reading: 9-12**

3.20. Identify familiar abbreviations for titles (e.g., when writing a letter, when addressing an envelope, when finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  personal—Mr., Ms.  
\_\_\_\_\_  professional—C.P.A., M.D.  
\_\_\_\_\_  degrees—Ph.D., M.Ed., B.S.  
\_\_\_\_\_  other: \_\_\_\_\_

3.21. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., when locating a radio or television station in the newspaper schedule, when locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  radio—WFSU \_\_\_\_\_  television—WPBS  
\_\_\_\_\_  web addresses—www.firm.edu

3.22. Identify the meaning of familiar abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace

**4. Use comprehension skills and strategies to increase understanding of information in texts (e.g., reading for main idea and details, paraphrasing, self-questioning, using pictorial and graphic clues, rereading).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Visuals, Passages, and Documents**

4.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  statements    \_\_\_\_\_  questions    \_\_\_\_\_  directions  
\_\_\_\_\_  commands    \_\_\_\_\_  requests    \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910400 - Life Skills Reading: 9-12**

- 4.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in dictionary, finding information for a report; personal care—finding a recipe for a dessert; leisure—finding information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  key words      \_\_\_\_\_  dates      \_\_\_\_\_  numbers  
          \_\_\_\_\_  charts      \_\_\_\_\_  graphs      \_\_\_\_\_  pictures  
          \_\_\_\_\_  maps      \_\_\_\_\_  answers to questions  
          \_\_\_\_\_  other: \_\_\_\_\_

- 4.3. *Answer factual questions about paragraphs. (Reading C 9: V)*

- 4.4. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*

- 4.5. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  identify the first sentence or topic  
          \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  identify information that is repeated  
          \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_

- 4.6. *Determine main idea stated in a paragraph. (Reading C 8: V)*

- 4.7. *Determine the order of events in a paragraph. (Reading C 10: V)*

- 4.8. *Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)*

- 4.9. *Identify the implied causes or effect in a paragraph. (Reading D 16: VII)*

- 4.10. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

- 4.11. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*

- 4.12. Use skills and strategies to relate and integrate new information in a text or visual with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  identify common elements or situations  
          \_\_\_\_\_  distinguish what is different  
          \_\_\_\_\_  relate new information to concepts already understood  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910400 - Life Skills Reading: 9-12**

**Using Information Resources**

- 4.13. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  television  
          \_\_\_\_\_  radio                      \_\_\_\_\_  people                      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.14. Use an appropriate source to obtain written information on current events.  
(CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  television  
          \_\_\_\_\_  radio                      \_\_\_\_\_  people                      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.15. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 4.16. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 4.17. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  book—introduction, chapter titles  
          \_\_\_\_\_  magazine—titles, page numbers, authors  
          \_\_\_\_\_  newspaper—sections, page numbers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.18. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 4.19. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

**Maps, Charts, and Graphs**

- 4.20. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  bar graphs      \_\_\_\_\_  pie charts      \_\_\_\_\_  tables  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.21. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*



**Course Number: 7910400 - Life Skills Reading: 9-12**

4.22. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  roads \_\_\_\_\_  rivers, lakes  
\_\_\_\_\_  cities and towns \_\_\_\_\_  mileage  
\_\_\_\_\_  direction \_\_\_\_\_  airports, parks  
\_\_\_\_\_  other: \_\_\_\_\_

4.23. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*

4.24. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  city or state map \_\_\_\_\_  atlas \_\_\_\_\_  other: \_\_\_\_\_

**Organizing Information**

4.25. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

4.26. Organize information alphabetically when completing functional tasks (e.g., filing for later reference). (CL.B.1.In.3)

4.27. *Alphabetize words using the first letter. (Reading F 22: V)*

4.28. *Alphabetize words using the first two letters. (Reading F 25: VI)*

4.29. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)

4.30. Organize information chronologically when completing functional tasks (e.g., filing sales receipt for later reference to return an item, determining sequence of events). (CL.B.1.In.3)

4.31. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

4.32. Organize information by categories when completing functional tasks (e.g., when filing bills, when sorting pictures). (CL.B.1.In.3)

**Course Number: 7910400 - Life Skills Reading: 9-12**

**5. Determine whether information presented in text is fact/opinion or fiction/nonfiction.**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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5.1. Use skills and strategies to determine whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  match information with other sources  
          \_\_\_  look for words such as *always*, *never*  
          \_\_\_  identify words that indicate feelings or emotions  
          \_\_\_  other: \_\_\_\_\_

5.2. *Distinguish between true and false statements. (Reading E 19: V)*

5.3. *Distinguish between fact and opinion in sentences. (Reading E 20: VI)*

5.4. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*

5.5. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisements with product reports). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  identify exaggerations                      \_\_\_  identify false claims  
          \_\_\_  evaluate realism                      \_\_\_  other: \_\_\_\_\_

**6. Use functional reading skills required for the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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6.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)

6.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, corresponding with co-workers, taking

**Course Number: 7910400 - Life Skills Reading: 9-12**

an appropriate break, working on a car, selling clothes, working on an assembly line).  
(CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  work hours—starting time, break, time card  
\_\_\_\_\_  dress code—uniform, grooming  
\_\_\_\_\_  locations—reception areas, parking, restrooms  
\_\_\_\_\_  equipment—storage, maintenance, repairs, supplies  
\_\_\_\_\_  other: \_\_\_\_\_

6.3. Identify information contained in simple graphics used in the workplace to complete functional tasks (e.g., to build a table, to prepare a report). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  blueprints      \_\_\_\_\_  floor plans      \_\_\_\_\_  diagrams  
\_\_\_\_\_  other: \_\_\_\_\_

6.4. Identify the meaning of signs found on workplace equipment, tools, and supplies to complete functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, replacing paper or toner, cleaning an office, storing cleaning products, totaling purchases). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  directions for use and storage      \_\_\_\_\_  repair and maintenance  
\_\_\_\_\_  safety precautions      \_\_\_\_\_  replacement information  
\_\_\_\_\_  other: \_\_\_\_\_

6.5. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals, policies, correspondence, instructions). (CL.C.2.In.5, CL.C.2.Su.5)

6.6. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking work to be done, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)

6.7. *Follow written directions with one step.* (Reading C 11: V)

6.8. *Follow written directions with two steps.* (Reading C 13: VI)

**Course Number: 7910400 - Life Skills Reading: 9-12**

**7. Use skills required for reading in daily activities (e.g., newspapers, schedules, menus, signs, shopping lists).**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
  - verbal prompt
  - visual prompt
  - assistive technology
  - supervision
  - other: \_\_\_\_\_
- 

**7.1. Demonstrate functional reading skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)**

- Specify:  following a recipe
- using information found on clothing labels regarding care requirements
  - using advertisements to select needed furniture, appliances, and personal goods
  - observing safety information and warning precautions
  - using information on product tags, labels, or information booklets when caring for furniture, appliances, and personal goods
  - other: \_\_\_\_\_

**7.2. Demonstrate functional reading skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)**

- Specify:  learning and obeying local, state, and federal laws
- identifying events and resources
  - other: \_\_\_\_\_

**7.3. Demonstrate functional reading skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)**

- Specify:  identifying the location and price of events, e.g., musical performances—concerts, dance performances, theatre, and plays; celebrations—holidays, parades, festivals
- learning about the rules of a game or sport
  - obtaining information about a hobby or collection or other leisure interest
  - other: \_\_\_\_\_

**7.4. Demonstrate functional reading skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)**

- Specify:  communicating with others—using mail, telephone, e-mail
- using schedules for public transportation
  - obtaining personal services—haircut, cleaning
  - shopping for personal items, food, clothing
  - obtaining emergency services—911, police or fire department
  - other: \_\_\_\_\_

**Course Number: 7910400 - Life Skills Reading: 9-12**

- 7.5. Identify sources of written information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)
- 7.6. Use information in the newspaper to complete functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  headlines \_\_\_\_\_  local news  
\_\_\_\_\_  sports \_\_\_\_\_  recreational activities  
\_\_\_\_\_  special features \_\_\_\_\_  comics  
\_\_\_\_\_  advertisements \_\_\_\_\_  classified ads  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.7. Use advertisements in newspapers, store handouts, and posters to complete personal care and productive and leisure activities (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.8. Use personal care information found in magazines or newspapers or on the Internet to carry out functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to carry out functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of home care). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.10. Use information found in newspapers or magazines or on the Internet to identify community activities and resources (e.g., community festivals, fairs, library events or speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.11. Use information on packaged food products, medicines, and cleaning products appropriately to carry out functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  storage \_\_\_\_\_  warning labels \_\_\_\_\_  dosage  
\_\_\_\_\_  instructions \_\_\_\_\_  other: \_\_\_\_\_

**8. Relate works of literature to real life experiences.**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

**Course Number: 7910400 - Life Skills Reading: 9-12**

- 8.1. Identify similarities between individuals in real life and characters in selected stories, poems, or other works of literature. (CL.B.1.In.2, CL.B.1.Su.2)
- 8.2. Identify events in works of literature that appear to be realistic. (CL.B.1.In.2, CL.B.1.Su.2)
- 8.3. Identify ways in which selected works of literature have influenced or affected own behavior (e.g., motivating, entertaining, showing other sides of an issue). (CL.B.1.In.2, CL.B.1.Su.2)

**9. Determine personal preferences for types of reading as a leisure activity.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
  - \_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
- 

- 9.1. Identify types of reading used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_  newspapers and magazines  
          \_\_\_  fiction—mystery, adventure, romance  
          \_\_\_  nonfiction—biographical, scientific, historical  
          \_\_\_  other: \_\_\_\_\_
- 9.2. Identify the appropriate time for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after school programs, camps, YMCA, community centers, libraries, book departments of stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.5. Identify favorite stories or movies that are available in book form. (IF.A.1.In.1, IF.A.1.Su.1)
- 9.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)
- 9.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7910390
<b>Course Title:</b>	Life Skills Communication: 9-12
<b>Previous Course Title:</b>	Functional Language Arts: Comprehensive
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- applications in daily life
- applications in the workplace

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.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate

## Course Number: 7910390 - Life Skills Communication: 9-12

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.

This course may also be used to accommodate 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.



**Course Number: 7910390 - Life Skills Communication: 9-12**

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

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.  
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.  
CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.  
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Word Identification Skills**

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lower case letters, recognition of visual forms of words in handwriting and print, letter/sound relationships, distinguishing words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  consonants    \_\_\_  vowels    \_\_\_  blends  
          \_\_\_  patterns        \_\_\_  syllables    \_\_\_  other: \_\_\_\_\_
- 1.3. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*
- 1.4. Use structural analysis to identify the meaning of unknown written words. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  compound words                      \_\_\_  prefix  
          \_\_\_  suffix    \_\_\_  other: \_\_\_\_\_

**Course Number: 7910390 - Life Skills Communication: 9-12**

- 1.5. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., “The boy rode a unicycle, a bicycle with one wheel”). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  examples \_\_\_\_\_  direct explanations \_\_\_\_\_  synonyms  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.6. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 1.7. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  printed dictionary \_\_\_\_\_  electronic dictionary  
\_\_\_\_\_  person \_\_\_\_\_  other: \_\_\_\_\_
- 1.8. Use assistive technology, as necessary, to read words and symbols. (CL.B.1.Su.1)  
Specify: \_\_\_\_\_

**Frequently Used Words**

- 1.9. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  common words and expressions  
\_\_\_\_\_  concepts of time  
\_\_\_\_\_  common objects and locations  
\_\_\_\_\_  category words  
\_\_\_\_\_  directional concepts  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.10. *Identify own first name in manuscript. (Reading A 3: III)*
- 1.11. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 1.12. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 1.13. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*
- 1.14. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 1.15. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*

**Course Number: 7910390 - Life Skills Communication: 9-12**

- 1.16. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 1.17. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  personal hygiene—brush, floss, shower, deodorant  
\_\_\_\_\_  finances—balance checkbook, budget  
\_\_\_\_\_  caring for clothes—wash, dry clean  
\_\_\_\_\_  purchasing items—discount, sale, tax, charge  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.18. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, debit, balance  
\_\_\_\_\_  library—library card, check out, due date, late charge  
\_\_\_\_\_  volunteer service—organization, responsibilities, schedule  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.19. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  indoor games    \_\_\_\_\_  outdoor activities    \_\_\_\_\_  sports  
\_\_\_\_\_  entertainment    \_\_\_\_\_  pets and plants    \_\_\_\_\_  hobbies  
\_\_\_\_\_  other: \_\_\_\_\_

**Signs and Symbols**

- 1.20. Identify the meaning of symbols and icons used on signs for buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  exit and entrance signs    \_\_\_\_\_  restroom signs  
\_\_\_\_\_  elevator signs    \_\_\_\_\_  other: \_\_\_\_\_
- 1.21. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  no smoking, danger, poison  
\_\_\_\_\_  do not use near water, for outside use only  
\_\_\_\_\_  shock, use grounded outlets, 220 volts only  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.22. *Recognize information communicated by common symbols and signs. (Reading A 1: III)*

**Course Number: 7910390 - Life Skills Communication: 9-12**

- 1.23. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies).

(CL.B.1.In.1, CL.B.1.Su.1)

Specify:  order here  cashier  
 no food or drink allowed  no smoking  
 name of business  hours of operation  
 proper attire required  no talking  
 other: \_\_\_\_\_

- 1.24. *Identify and demonstrate understanding of community signs and symbols.*  
(Reading B 6: IV, V)

- 1.25. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)

- 1.26. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

**Pictures**

- 1.27. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  furniture  appliances  interior design  
 supplies  entertainment  other: \_\_\_\_\_

- 1.28. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  buildings  signs  landmarks  
 persons  other: \_\_\_\_\_

- 1.29. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events).  
(CL.B.1.In.1, CL.B.1.Su.1)

- 1.30. Identify features and events in complex pictures and photographs (e.g. in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)

- 1.31. *Match and discriminate pictures and shapes.* (Reading A 2: III)

- 1.32. *Identify information from a picture.* (Reading A 4: IV)

- 1.33. *Describe pictures or objects.* (Language C 24: III)



**Course Number: 7910390 - Life Skills Communication: 9-12**

**2. Use comprehension skills and strategies to increase understanding of information (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic and pictorial clues, rereading, following directions, repeating messages).**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_
- 

**Visuals, Passages, and Documents**

**2.1. Paraphrase the meaning of (oral or written) sentences or phrases to clarify meaning (e.g., repeating directions, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)**

- Specify:  statements                       questions                       directions  
 commands                       requests                       other: \_\_\_\_\_

**2.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., finding information for a report, finding a recipe for dessert, finding information on a person). (CL.B.1.In.1, CL.B.1.Su.1)**

- Specify:  key words                       dates                       numbers  
 charts                       graphs                       pictures  
 maps                       answers to questions  
 other: \_\_\_\_\_

**2.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)**

- Specify:  match to a list of key information—dates, names, locations  
 match to questions to be answered  
 scan chapter titles and subtitles for specific words or phrases  
 scan pictures or graphics for specific information  
 other: \_\_\_\_\_

**2.4. Use skills and strategies to identify irrelevant information in a text or visual. (CL.B.1.In.1, CL.B.1.Su.1)**

- Specify:  asking yourself “How does this fit?”  
 asking yourself “Is it needed?”  
 comparing to similar examples or a model  
 other: \_\_\_\_\_

**Course Number: 7910390 - Life Skills Communication: 9-12**

- 2.5. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 2.6. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*
- 2.7. Use skills and strategies to determine the main idea of a paragraph, section, or document for school or work. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify the first sentence or topic      \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  identify information that is repeated      \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.8. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 2.9. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 2.10. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 2.11. *Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)*
- 2.12. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 2.13. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*
- 2.14. *Distinguish between true and false statements. (Reading E 19: V)*
- 2.15. *Distinguish between fact and opinion in sentences. (Reading E 20: VI)*
- 2.16. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*
- 2.17. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 2.18. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.19. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 2.20. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 2.21. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 2.22. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)
- 2.23. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)

**Course Number: 7910390 - Life Skills Communication: 9-12**

- 2.24. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)
- 2.25. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, using key words for a database search). (CL.B.1.In.3)
- 2.26. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 2.27. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 2.28. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 2.29. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 2.30. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 2.31. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*

**3. Use communication skills to express information appropriately in conversations (e.g., use of volume, stress, and pronunciation; use of eye contact and body language).**

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
  - assistive technology                       supervision                       other: \_\_\_\_\_
- 

- 3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify:  home     school     community     workplace
- 3.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify:  facial expressions                       sounds  
 gestures                       body language  
 hand signals                       other: \_\_\_\_\_
- 3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)



**Course Number: 7910390 - Life Skills Communication: 9-12**

- Specify: \_\_\_\_\_  initiating topics  
\_\_\_\_\_  maintaining topics  
\_\_\_\_\_  active listening  
\_\_\_\_\_  taking turns  
\_\_\_\_\_  ending a conversation  
\_\_\_\_\_  repairing communication breakdowns  
\_\_\_\_\_  showing sensitivity to cultural differences  
\_\_\_\_\_  other: \_\_\_\_\_

3.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in a hospital). (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: \_\_\_\_\_  tone of voice                      \_\_\_\_\_  pitch  
\_\_\_\_\_  fluency (rate and rhythm)                      \_\_\_\_\_  loudness  
\_\_\_\_\_  duration    \_\_\_\_\_  other: \_\_\_\_\_

3.5. *Respond to a voice or environmental sound. (Language A 1: I)*

3.6. *Locate a sound source. (Language A 2: I)*

3.7. *Use language to indicate displeasure or dislike. (Language C 16: I)*

3.8. *Respond to own name. (Language A 5: I)*

3.9. *Express self-identity by telling first name. (Language C 17: II)*

3.10. *Express self-identity by telling full name. (Language C 21: III)*

3.11. *Use language to give simple commands. (Language C 18: II)*

3.12. *Use language to respond to verbal greetings. (Language C 19: II)*

3.13. *Express wants and needs. (Language C 20: II)*

3.14. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

3.15. *Use language to initiate social greeting. (Language C 23: III)*

3.16. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

3.17. *Use language to relate recent personal experiences. (Language C 26: IV)*

3.18. *Express personal beliefs or opinions. (Language C 28: V)*

3.19. *Use language to participate appropriately in conversation. (Language C 29: V)*

3.20. *Use language to initiate conversation. (Language C 30: VI)*

3.21. Use correct articulation to produce phonemes. (CO.A.1.In.1, CO.A.1.Su.1)

**Course Number: 7910390 - Life Skills Communication: 9-12**

- 3.22. *Imitate or approximate speech sounds. (Language A 3: I)*
- 3.23. *Imitate or approximate words. (Language A 4: II)*
- 3.24. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  school task—how to look up a reference, how to dress for physical education  
          \_\_\_\_\_  personal task—how to use the microwave, how to find a location  
          \_\_\_\_\_  leisure task—how to pack for vacation, how to take care of a pet  
          \_\_\_\_\_  work task—how to answer a telephone
- 3.25. Use assistive technology for augmentative or alternative communication systems, as necessary for expressing information. (CL.B.2.Su.2)

**General Listening Skills**

- 3.26. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  relaxed                    \_\_\_\_\_  attentive  
          \_\_\_\_\_  social                        \_\_\_\_\_  defensive  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.27. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

**Listening to Directions**

- 3.28. Use skills and strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  repeat directions                    \_\_\_\_\_  paraphrase directions  
          \_\_\_\_\_  write directions                        \_\_\_\_\_  make a drawing or diagram  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.29. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.30. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.31. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 3.32. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 4. Use writing skills to organize and present information according to the specified purpose (e.g., lists, correspondence, notes, reports, forms).**  
**Note:** Electronic tools and software may be used if available.

**Course Number: 7910390 - Life Skills Communication: 9-12**

- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
  - \_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
- 

**Handwriting or Keyboarding**

- 4.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks; write in check register). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  style—manuscript or cursive                      \_\_\_  spacing                      \_\_\_  size  
                    \_\_\_  letter formation                      \_\_\_  orientation  
                    \_\_\_  other: \_\_\_\_\_
- 4.2. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*
- 4.3. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  letters                      \_\_\_  reports                      \_\_\_  forms  
                    \_\_\_  charts                      \_\_\_  other: \_\_\_\_\_
- 4.4. Select and use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  handwriting                      \_\_\_  typewriter or keyboarding  
                    \_\_\_  other: \_\_\_\_\_
- 4.5. Use assistive technology, as necessary, for writing.  
Specify: \_\_\_\_\_

**Personal Information**

- 4.6. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  name                      \_\_\_  address                      \_\_\_  phone number  
                    \_\_\_  date of birth                      \_\_\_  race                      \_\_\_  other: \_\_\_\_\_
- 4.7. *Reproduce own first and last name. (Writing A 1: IV)*



**Course Number: 7910390 - Life Skills Communication: 9-12**

- 4.17. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  note—give a friend directions, let your family know that you will be late  
\_\_\_\_\_  memo—announce an event to your co-workers at the office  
\_\_\_\_\_  letter—friendly, complaint, request, application  
\_\_\_\_\_  message—let a family member know that someone called  
\_\_\_\_\_  report—summary of a school project  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.18. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  note \_\_\_\_\_  memo/e-mail  
\_\_\_\_\_  letter \_\_\_\_\_  brief description  
\_\_\_\_\_  report \_\_\_\_\_  cards and invitations  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.19. Write or dictate a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  caller's name \_\_\_\_\_  date \_\_\_\_\_  who caller represents  
\_\_\_\_\_  time \_\_\_\_\_  phone number \_\_\_\_\_  who the message is for  
\_\_\_\_\_  message \_\_\_\_\_  other: \_\_\_\_\_
- 4.20. *List information (who, what, when, and where) of a given message. (Writing D 11: VI)*
- 4.21. *Write a letter and address an envelope. (Writing D 12: VI)*

**5. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.**

**Note:** Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Course Number: 7910390 - Life Skills Communication: 9-12**

**Sentences**

- 5.1. Use complete sentences to express thoughts when writing. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  simple                      \_\_\_\_\_  compound  
                  \_\_\_\_\_  complex                      \_\_\_\_\_  compound/complex
- 5.2. *Write simple sentences. (Writing D 10: V)*
- 5.3. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  select the kind of sentence                      \_\_\_\_\_  think about the meaning  
                  \_\_\_\_\_  think about the words                      \_\_\_\_\_  review the sentence when finished  
                  \_\_\_\_\_  other: \_\_\_\_\_

**Mechanics**

- 5.4. Use forms of words that reflect correct usage of grammar when writing. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  nouns—singular and plural, possessive  
                  \_\_\_\_\_  verbs—present, past, and future tenses  
                  \_\_\_\_\_  subject-verb agreement  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 5.5. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  proper nouns                      \_\_\_\_\_  pronoun “I”                      \_\_\_\_\_  acronyms  
                  \_\_\_\_\_  abbreviations                      \_\_\_\_\_  first word of sentence                      \_\_\_\_\_  greeting/closing  
                  \_\_\_\_\_  titles                      \_\_\_\_\_  other: \_\_\_\_\_
- 5.6. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 5.7. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries). (Writing C 8: VI)*
- 5.8. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  period                      \_\_\_\_\_  question mark                      \_\_\_\_\_  exclamation point
- 5.9. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  comma—words in a series, compound sentence, address, date, greeting/closing  
                  \_\_\_\_\_  apostrophe—contraction, possession  
                  \_\_\_\_\_  quotation marks—direct quotation, titles  
                  \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7910390 - Life Skills Communication: 9-12**

- 5.20. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community experience). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: \_\_\_\_\_  article \_\_\_\_\_  report  
\_\_\_\_\_  letter \_\_\_\_\_  message  
\_\_\_\_\_  other: \_\_\_\_\_

**6. Demonstrate awareness of differences in language usage related to situations, tasks, and personal preferences (e.g., dialect, slang, jargon).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 6.1. Identify the uses of language (verbal and nonverbal) in communication (e.g., fulfill interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.2. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.3. Identify differences in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.4. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

**7. Demonstrate awareness of types and characteristics of mass media (e.g., television, radio, newspapers, magazines, Internet) and its impact on the public.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Course Number: 7910390 - Life Skills Communication: 9-12**

7.1. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  newspapers  magazines  television  
 radio  people  Internet  
 other: \_\_\_\_\_

7.2. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  newspapers  magazines  television  
 radio  people  Internet  
 other: \_\_\_\_\_

**8. Select and use study and task-management skills (e.g., completing assignments, organizing materials, time management, test-taking).**

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
  
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt  verbal prompt  visual prompt  
 assistive technology  supervision  other: \_\_\_\_\_

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**Increasing Recall and Understanding**

8.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

8.2. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

8.3. Use strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  read aloud  paraphrase  
 make a drawing or diagram  other: \_\_\_\_\_

**Course Number: 7910390 - Life Skills Communication: 9-12**

- 8.4. *Follow written directions with one-step. (Reading C 11: V)*
- 8.5. *Follow written directions with two-steps. (Reading C 13: VI)*
- 8.6. Use feedback to make changes on assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.7. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.8. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of materials). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.9. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.10. Complete tasks needed to solve problems at school (e.g., use time management strategies, talk to teacher about extended time on some assignments, obtain necessary supplies and resources). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.11. Seek assistance when needed to solve problems at school (e.g., seek help from school counselor, teacher, psychologist; work cooperatively with peers). (CL.B.4.In.2, CL.B.4.Su.2)

**Planning and Time Management**

- 8.12. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.13. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.14. *State steps to complete a task. (Language C 31: VI)*
- 8.15. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, don't get distracted). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal                      \_\_\_\_\_  school                      \_\_\_\_\_  work

**Course Number: 7910390 - Life Skills Communication: 9-12**

8.16. Use strategies to pace work so that assignment is completed according to schedule.

(CL.C.2.In.1, CL.C.2.Su.1)

Specify method: \_\_\_\_\_  track subtasks on calendar  
\_\_\_\_\_  set an alarm clock as a reminder  
\_\_\_\_\_  begin subtasks on time  
\_\_\_\_\_  check off subtasks when completed  
\_\_\_\_\_  other: \_\_\_\_\_

Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.17. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)

Specify method: \_\_\_\_\_  try different techniques  
\_\_\_\_\_  seek advice from others  
\_\_\_\_\_  seek assistance from others  
\_\_\_\_\_  read the instructions or references  
\_\_\_\_\_  other: \_\_\_\_\_

Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.18. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class).

(CL.C.2.In.1, CL.C.2.Su.1)

Specify: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.19. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify method: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
\_\_\_\_\_  set up work station with needed supplies, tools, and equipment before starting  
\_\_\_\_\_  other: \_\_\_\_\_

Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.20. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.21. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.22. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

**Course Number: 7910390 - Life Skills Communication: 9-12**

**9. Demonstrate skills required for communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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9.1. Identify the meaning of vocabulary related to workplace activities (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  work hours—starting time, break, time card  
          \_\_\_  dress code—uniform, grooming  
          \_\_\_  locations—reception areas, parking, restrooms  
          \_\_\_  equipment—storage, maintenance, repairs, supplies  
          \_\_\_  other: \_\_\_\_\_

9.2. Identify information contained in simple graphics used in the workplace (e.g., building a table, reading a report). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  blueprints                \_\_\_  floor plans                \_\_\_  diagrams  
          \_\_\_  other: \_\_\_\_\_

9.3. Identify the meaning of signs found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, cleaning the machines). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  directions for use and storage                \_\_\_  repair and maintenance  
          \_\_\_  safety precautions                                \_\_\_  replacement information  
          \_\_\_  other: \_\_\_\_\_

9.4. Demonstrate functional communication skills commonly used in the work environment to gain information (e.g., writing correspondence, talking with customers, asking for assistance). (CL.C.2.In.5, CL.C.2.Su.5)

9.5. Demonstrate functional reading skills commonly used in the work environment (e.g., reading instructions, checking labels, reading manuals). (CL.C.2.In.5, CL.C.2.Su.5)

9.6. Produce written communications accurately to meet requirements of the workplace (e.g., letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_  letters                      \_\_\_  reports                      \_\_\_  forms  
          \_\_\_  charts                      \_\_\_  other: \_\_\_\_\_

**Course Number: 7910390 - Life Skills Communication: 9-12**

**10. Use skills required for communication in daily activities (e.g., newspapers, schedules, menus, signs, shopping lists).**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
  - assistive technology                       supervision                       other: \_\_\_\_\_
- 

**10.1. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)**

- Specify: \_\_\_\_\_  following a recipe  
\_\_\_\_\_  using information found on clothing labels regarding care requirements  
\_\_\_\_\_  using advertisements to select needed furniture, appliances, and personal goods  
\_\_\_\_\_  observing warning precautions on appliances and furniture  
\_\_\_\_\_  storing product manuals and warranties  
\_\_\_\_\_  using information on product tags, labels, or information booklets  
\_\_\_\_\_  other: \_\_\_\_\_

**10.2. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)**

- Specify: \_\_\_\_\_  learning about community events and services  
\_\_\_\_\_  participating in local service organizations  
\_\_\_\_\_  participating in service activities sponsored by a religious organization  
\_\_\_\_\_  other: \_\_\_\_\_

**10.3. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)**

- Specify: \_\_\_\_\_  identifying the location and price of events, e.g., musical performances—concerts, dance performances, theatre and plays; celebrations—holidays, parades, festivals  
\_\_\_\_\_  learning about the rules of a game or sport  
\_\_\_\_\_  obtaining information about a hobby or collection or other leisure interests  
\_\_\_\_\_  communicating with others who share the same leisure interests  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910390 - Life Skills Communication: 9-12**

10.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: \_\_\_\_\_  communicating with others—mail, telephone, e-mail  
\_\_\_\_\_  using public transportation—bus, taxi, airplane  
\_\_\_\_\_  obtaining personal services—haircut, dry cleaning  
\_\_\_\_\_  shopping—personal items, food, clothing  
\_\_\_\_\_  obtaining emergency services—911, police, fire department  
\_\_\_\_\_  other: \_\_\_\_\_

10.5. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word of mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)

10.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  headlines                      \_\_\_\_\_  local news                      \_\_\_\_\_  sports  
\_\_\_\_\_  recreational activities                      \_\_\_\_\_  special features                      \_\_\_\_\_  comics  
\_\_\_\_\_  advertisements                      \_\_\_\_\_  classified ads  
\_\_\_\_\_  other: \_\_\_\_\_

# Course: 7910112 Access English 3/4

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1795.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	7910112
<b>Course Title:</b>	Access English 3/4
<b>Course Abbreviated Title:</b>	Access English 3/4
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Elementary » <b>Subject:</b> Academics - Subject Areas »
<b>Number of Credits:</b>	Multiple Credit (more than 1 credit)
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(76) Supported(76) Participatory(47)**

<b><a href="#">LA.1112.1.5.1:</a></b>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <b><a href="#">LA.1112.1.5.In.a:</a></b> Read text with accuracy and adjust reading rate based on purpose (e.g. for pleasure, information, task completion) and difficulty.</li><li>• <b><a href="#">LA.1112.1.5.Su.a:</a></b> Read text with accuracy and adjust reading rate based on difficulty.</li><li>• <b><a href="#">LA.1112.1.5.Pa.a:</a></b> Accurately and consistently identify pictures or symbols paired with words in stories and in real-world activities.</li></ul>
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	<ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.5.Pa.b</a>: Identify pictures or symbols paired with words to indicate the next step in a familiar real-world activities.</li> </ul>
<a href="#">LA.1112.1.6.1</a> :	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1112.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1112.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.1112.1.6.2</a> :	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.b</a>: Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.1112.1.6.Su.b</a>: Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.1112.1.6.Pa.b</a>: Listen and respond to stories and informational text.</li> </ul>
<a href="#">LA.1112.1.6.3</a> :	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.c</a>: Use context clues and graphics to determine meaning of unknown words.</li> <li>• <a href="#">LA.1112.1.6.Su.c</a>: Use context clues and graphics to determine meaning of unknown words.</li> <li>• <a href="#">LA.1112.1.6.Pa.c</a>: Identify persons, objects, and actions by name or characteristic.</li> </ul>
<a href="#">LA.1112.1.6.4</a> :	<p>The student will categorize key vocabulary and identify salient</p>



	<p>features;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.1112.1.6.Su.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.1112.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar real-world situations.</li> </ul>
<p><a href="#">LA.1112.1.6.5:</a></p>	<p>The student will relate new vocabulary to familiar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.1112.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.1112.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.1112.1.6.6:</a></p>	<p>The student will distinguish denotative and connotative meanings of words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1112.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1112.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.1112.1.6.7:</a></p>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.g</a>: Recognize and use prefixes, suffixes, and root words.</li> <li>• <a href="#">LA.1112.1.6.Su.g</a>: Recognize and use common prefixes, suffixes, and root words.</li> <li>• <a href="#">LA.1112.1.6.Pa.a</a>: Identify new vocabulary that is introduced</li> </ul>

	and taught directly.
<a href="#">LA.1112.1.6.8:</a>	<p>The student will identify advanced word/phrase relationships and their meanings;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.f</a>: Use phonics skills to decode unknown words.</li> <li>• <a href="#">LA.1112.1.6.Su.f</a>: Use phonics skills to decode unknown words.</li> <li>• <a href="#">LA.1112.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar real-world situations.</li> </ul>
<a href="#">LA.1112.1.6.9:</a>	<p>The student will determine the correct meaning of words with multiple meanings in context;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.h</a>: Identify word relationships (e.g. common analogies).</li> <li>• <a href="#">LA.1112.1.6.Su.h</a>: Determine the meaning of a word with multiple meanings (e.g. homographs) in text.</li> <li>• <a href="#">LA.1112.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.1112.1.6.10:</a>	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.j</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.1112.1.6.Su.i</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.1112.1.6.Pa.e</a>: Seek assistance to clarify the meaning of vocabulary.</li> </ul>
<a href="#">LA.1112.1.6.11:</a>	The student will identify the meaning of unfamiliar terms in political

	<p>science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.6.In.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1112.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1112.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.1112.1.7.1:</a></p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.In.a</a>: Use background knowledge of the subject, guided previewing strategies (e.g. previewing, discussing, generating questions), graphic representations, and text features to make and confirm predictions of content and purpose of reading selections.</li> <li>• <a href="#">LA.1112.1.7.Su.a</a>: Use background knowledge of the subject, graphic representations, and text features (e.g. title, graphics, table of contents, headings, text styles, simple charts, maps, glossary) to make and confirm predictions of content and purpose of reading selection</li> <li>• <a href="#">LA.1112.1.7.Pa.a</a>: Identify persons, objects, settings, and events in read-aloud narrative and informational text.</li> </ul>
<p><a href="#">LA.1112.1.7.2:</a></p>	<p>The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.In.b</a>: Identify how the author’s purpose (e.g. inform, entertain, persuade) and point of view are used in a variety of text and media (e.g. stories, letters, reports, periodicals, advertisements).</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.Su.b</a>: Identify the author’s purpose (e.g. inform, entertain, persuade) in a variety of text and media.</li> <li>• <a href="#">LA.1112.1.7.Pa.b</a>: Respond purposefully to pictures or symbols paired with words in school and real-world situations.</li> </ul>
<a href="#">LA.1112.1.7.3</a> :	<p>The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.In.c</a>: Determine the main idea or essential message in real-world text through retelling, guided summarizing, and identifying relevant details and facts.</li> <li>• <a href="#">LA.1112.1.7.Su.c</a>: Determine the main idea or essential message in real-world text through guided retelling and identifying the topic and supporting details.</li> <li>• <a href="#">LA.1112.1.7.Pa.c</a>: Recognize topic and details in read-a-loud stories and informational text used in daily activities in school and real-world situations.</li> </ul>
<a href="#">LA.1112.1.7.4</a> :	<p>The student will identify cause-and-effect relationships in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.In.d</a>: Identify cause and effect relationships in stories and informational text.</li> <li>• <a href="#">LA.1112.1.7.Su.d</a>: Identify explicit cause/effect relationships in stories and informational text.</li> <li>• <a href="#">LA.1112.1.7.Pa.d</a>: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school and real-world situations.</li> </ul>
<a href="#">LA.1112.1.7.5</a> :	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.In.e</a>: Identify a variety of text structures (e.g. comparison/contrast, cause/effect relationships, chronological order, lists, question/answer) in real-world text using strategies, including graphic organizers and structured note-making, and describe how they i</li> <li>• <a href="#">LA.1112.1.7.Su.e</a>: Identify explicit text structures (e.g. lists, similarities and differences, sequence of events, cause/effect) in real-world text using strategies, including graphic organizers.</li> <li>• <a href="#">LA.1112.1.7.Pa.d</a>: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school and real-world situations.</li> </ul>
<p><a href="#">LA.1112.1.7.6</a>:</p>	<p>The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.In.f</a>: Identify text with similar topics or themes by different authors.</li> <li>• <a href="#">LA.1112.1.7.Su.f</a>: Identify stories with similar topics or themes by different authors.</li> <li>• <a href="#">LA.1112.1.7.Pa.c</a>: Recognize topic and details in read-a-loud stories and informational text used in daily activities in school and real-world situations.</li> </ul>
<p><a href="#">LA.1112.1.7.7</a>:</p>	<p>The student will compare and contrast elements in multiple texts; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.In.g</a>: Identify similarities and differences in characters, actions, settings, or problems and details in two texts.</li> <li>• <a href="#">LA.1112.1.7.Su.g</a>: Identify similarities and differences in characters, actions, or settings and details in two texts.</li> <li>• <a href="#">LA.1112.1.7.Pa.c</a>: Recognize topic and details in read-a-loud stories and informational text used in daily activities in school and real-world situations.</li> </ul>
<p><a href="#">LA.1112.1.7.8</a>:</p>	<p>The student will use strategies to repair comprehension of grade-</p>

	<p>appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.1.7.In.h</a>: Use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification.</li> <li>• <a href="#">LA.1112.1.7.Su.h</a>: Use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.</li> <li>• <a href="#">LA.1112.1.7.Pa.e</a>: Use resources when necessary to clarify meaning of pictures, symbols, or words in school and real-world activities.</li> </ul>
<p><a href="#">LA.1112.2.1.1:</a></p>	<p>The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.a</a>: Describe distinguishing features of various works of literature, including genre (e.g. short story, novel, biography, poetry, drama), word choice, and theme.</li> <li>• <a href="#">LA.1112.2.1.Su.a</a>: Identify similarities and differences in characteristics of works of literature of various genres (e.g. fiction, poetry, and drama).</li> <li>• <a href="#">LA.1112.2.1.Pa.a</a>: Identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g. fiction, poetry, drama).</li> </ul>
<p><a href="#">LA.1112.2.1.2:</a></p>	<p>The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary</p>

	<p>elements of each (e.g., setting, plot, characterization, conflict);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.b</a>: Identify elements (e.g. character development, setting, plot structure, theme, word choice) in a variety of literary works.</li> <li>• <a href="#">LA.1112.2.1.Su.b</a>: Identify characters, setting, problem/solution, and theme in literary works.</li> <li>• <a href="#">LA.1112.2.1.Pa.a</a>: Identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g. fiction, poetry, drama).</li> </ul>
<p><a href="#">LA.1112.2.1.3</a>:</p>	<p>The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.c</a>: Explain how various literary devices (e.g. sound, figurative language, graphics) convey mood and meaning in poetry.</li> <li>• <a href="#">LA.1112.2.1.Su.c</a>: Identify literary devices (e.g., sound, descriptive language, line length, illustrations) used in poetry.</li> <li>• <a href="#">LA.1112.2.1.Pa.b</a>: Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.</li> </ul>
<p><a href="#">LA.1112.2.1.4</a>:</p>	<p>The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.d</a>: Identify universal themes found in works of literature.</li> <li>• <a href="#">LA.1112.2.1.Su.d</a>: Identify a common theme in more than one literary work.</li> <li>• <a href="#">LA.1112.2.1.Pa.c</a>: Use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature.</li> </ul>

<p><a href="#">LA.1112.2.1.5:</a></p>	<p>The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.e:</a> Write a literary response that includes a description of the literary elements (e.g. character development, setting, plot structure, theme, word choice).</li> <li>• <a href="#">LA.1112.2.1.Su.e:</a> Write a literary response that identifies characters, setting, problem/solution, and theme.</li> <li>• <a href="#">LA.1112.2.1.Pa.c:</a> Use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature.</li> </ul>
<p><a href="#">LA.1112.2.1.6:</a></p>	<p>The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.f:</a> Write a reflection that describes how literary elements and the use of literary devices (e.g. sound, figurative language, graphics) in a selection connects to life experiences and impacts the reader based on support from the text, personal experiences, or</li> <li>• <a href="#">LA.1112.2.1.Su.f:</a> Write a reflection that describes how the characters, setting, problem/ solution, or theme and the use of descriptive language or illustrations in a selection connect to life experiences.</li> <li>• <a href="#">LA.1112.2.1.Pa.c:</a> Use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature.</li> </ul>
<p><a href="#">LA.1112.2.1.7:</a></p>	<p>The student will analyze, interpret, and evaluate an author's use of</p>



	<p>descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.g</a>: Describe the use of literary devices (e.g. point of view, figurative language, idioms) in a literature selection.</li> <li>• <a href="#">LA.1112.2.1.Su.g</a>: Identify common literary devices (e.g., point of view, figurative language, idioms) in stories.</li> <li>• <a href="#">LA.1112.2.1.Pa.b</a>: Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.</li> </ul>
<p><a href="#">LA.1112.2.1.8</a>:</p>	<p>The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.h</a>: Identify ideas and theme in historical literary works.</li> <li>• <a href="#">LA.1112.2.1.Su.h</a>: Recognize the theme in historical literary works.</li> <li>• <a href="#">LA.1112.2.1.Pa.c</a>: Use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature.</li> </ul>
<p><a href="#">LA.1112.2.1.9</a>:</p>	<p>The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.i</a>: Identify common examples of language that have been influenced by history and culture.</li> <li>• <a href="#">LA.1112.2.1.Su.i</a>: Recognize common examples of language that have been influenced by history and culture.</li> <li>• <a href="#">LA.1112.2.1.Pa.b</a>: Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud</li> </ul>

	literature.
<p><a href="#">LA.1112.2.1.10:</a></p>	<p>The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.1.In.j:</a> Select a variety of fiction materials and genres based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.1112.2.1.Su.j:</a> Select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.1112.2.1.Pa.d:</a> Select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.1112.2.2.1:</a></p>	<p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.2.In.a:</a> Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).</li> <li>• <a href="#">LA.1112.2.2.Su.a:</a> Identify information in text features (e.g. title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary).</li> <li>• <a href="#">LA.1112.2.2.Pa.a:</a> Recognize persons, objects, and actions in read-aloud informational text.</li> </ul>
<p><a href="#">LA.1112.2.2.2:</a></p>	<p>The student will use information from the text to answer questions</p>

	<p>or to state the main idea or provide relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.2.In.b</a>: Use information from nonfiction text to identify the main idea and supporting details.</li> <li>• <a href="#">LA.1112.2.2.Su.b</a>: Use information from read-aloud nonfiction text to identify the main idea and supporting details.</li> <li>• <a href="#">LA.1112.2.2.Pa.b</a>: Respond purposefully to pictures or symbols paired with words used to guide classroom, school, and real-world activities.</li> </ul>
<p><a href="#">LA.1112.2.2.3</a>:</p>	<p>The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.2.In.c</a>: Organize information to show understanding (e.g. using graphic organizers, guided retelling, and summarizing).</li> <li>• <a href="#">LA.1112.2.2.Su.c</a>: Organize information to show understanding (e.g. using simple graphic organizers, guided retelling).</li> <li>• <a href="#">LA.1112.2.2.Pa.c</a>: Identify pictures or symbols paired with words depicting a sequence in familiar activities.</li> </ul>
<p><a href="#">LA.1112.2.2.4</a>:</p>	<p>The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.2.In.d</a>: Identify basic characteristics of variety of nonfiction text (e.g. reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams, job-related materials).</li> <li>• <a href="#">LA.1112.2.2.Su.d</a>: Identify a variety of nonfiction text (e.g. easy-to-read reference materials, dictionaries, magazines,</li> </ul>

	<p>newspapers, instructions, manuals, job-related materials).</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.2.Pa.b</a>: Respond purposefully to pictures or symbols paired with words used to guide classroom, school, and real-world activities.</li> </ul>
<p><a href="#">LA.1112.2.2.5</a>:</p>	<p>The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.2.2.In.e</a>: Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.1112.2.2.Su.e</a>: Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.1112.2.2.Pa.d</a>: Select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.1112.3.1.1</a>:</p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.1.In.a</a>: Generate ideas through a variety of sources (e.g. brainstorming, notes, graphic organizers, discussion, printed materials).</li> <li>• <a href="#">LA.1112.3.1.Su.a</a>: Generate ideas through a variety of sources (e.g. discussions, lists, printed materials).</li> <li>• <a href="#">LA.1112.3.1.Pa.a</a>: Select information about a real-world topic for communication.</li> </ul>

<p><a href="#"><u>LA.1112.3.1.2:</u></a></p>	<p>The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.3.1.In.b:</u></a> Determine the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing.</li> <li>• <a href="#"><u>LA.1112.3.1.Su.b:</u></a> Identify the purpose (e.g. inform, entertain, persuade), intended audience, and main idea and supporting details for writing.</li> <li>• <a href="#"><u>LA.1112.3.1.Pa.a:</u></a> Select information about a real-world topic for communication.</li> </ul>
<p><a href="#"><u>LA.1112.3.1.3:</u></a></p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.3.1.In.c:</u></a> Use graphic organizers, charts, and outlines to create an organizational plan for writing.</li> <li>• <a href="#"><u>LA.1112.3.1.Su.c:</u></a> Use graphic organizers, charts, or outlines to arrange main ideas and relevant supporting details into a logical sequence.</li> <li>• <a href="#"><u>LA.1112.3.1.Pa.a:</u></a> Select information about a real-world topic for communication.</li> </ul>
<p><a href="#"><u>LA.1112.3.2.1:</u></a></p>	<p>The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.3.2.In.a:</u></a> Use a prewriting plan to develop central idea, main ideas, and supporting details.</li> <li>• <a href="#"><u>LA.1112.3.2.Su.a:</u></a> Use a prewriting plan to develop the main ideas and supporting details.</li> <li>• <a href="#"><u>LA.1112.3.2.Pa.a:</u></a> Draft a product that communicates information about a real-world topic using pictures, symbols,</li> </ul>

	<p>or words.</p>
<p><a href="#"><u>LA.1112.3.2.2:</u></a></p>	<p>The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.3.2.In.b:</u></a> Determine the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing.</li> <li>• <a href="#"><u>LA.1112.3.2.Su.b:</u></a> Identify the purpose (e.g. inform, entertain, persuade), intended audience, and main idea and supporting details for writing.</li> <li>• <a href="#"><u>LA.1112.3.2.Pa.a:</u></a> Draft a product that communicates information about a real-world topic using pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.1112.3.2.3:</u></a></p>	<p>The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.3.2.In.a:</u></a> Use a prewriting plan to develop central idea, main ideas, and supporting details.</li> <li>• <a href="#"><u>LA.1112.3.2.Su.a:</u></a> Use a prewriting plan to develop the main ideas and supporting details.</li> <li>• <a href="#"><u>LA.1112.3.2.Pa.a:</u></a> Draft a product that communicates information about a real-world topic using pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.1112.3.3.1:</u></a></p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.3.3.In.a:</u></a> Review for content, focus, organization, word choice, and use of simple and compound sentences.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.3.Su.a</a>: Review for content, organization and word choice and use of complete sentences to express ideas.</li> <li>• <a href="#">LA.1112.3.3.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.3.3.2</a>:</p>	<p>The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.3.In.b</a>: Improve connections between main ideas and details by using transitional words, phrases, or sentences to clarify meaning and modifying details as needed to communicate the purpose.</li> <li>• <a href="#">LA.1112.3.3.Su.b</a>: Improve connections between main idea and details.</li> <li>• <a href="#">LA.1112.3.3.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.3.3.3</a>:</p>	<p>The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.3.In.c</a>: Rearrange or change words and sentences to clarify meaning or add interest using resources and reference materials to select vocabulary.</li> <li>• <a href="#">LA.1112.3.3.Su.c</a>: Add descriptive words or details using resources to change word choices or select new vocabulary.</li> <li>• <a href="#">LA.1112.3.3.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.3.3.4</a>:</p>	<p>The student will revise by applying appropriate tools or strategies to</p>

	<p>evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.3.In.d</a>: Use tools and strategies (e.g. checklists, rubrics dictionary, teacher review, peer review) to improve writing.</li> <li>• <a href="#">LA.1112.3.3.Su.d</a>: Use tools, strategies, and resources to improve the writing (e.g., teacher review, peer review, dictionary).</li> <li>• <a href="#">LA.1112.3.3.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.3.4.1:</a></p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.4.In.a</a>: Spell high frequency words and phonetically regular words using spelling rules, orthographic patterns, and knowledge of common root words, prefixes, and suffixes.</li> <li>• <a href="#">LA.1112.3.4.Su.a</a>: Spell of phonetically regular and high frequency words using a word bank, dictionary, or other resource as necessary.</li> <li>• <a href="#">LA.1112.3.4.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.3.4.2:</a></p>	<p>The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.4.In.b</a>: Use capitalization, including proper nouns and titles, the pronoun “I,” days of the week and months of the year, initial word in sentences, and titles of books.</li> <li>• <a href="#">LA.1112.3.4.Su.b</a>: Use capitalization, including initial word in sentences, proper names, the pronoun “I,” days of the week,</li> </ul>



	<p>and months of the year.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.4.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.3.4.3</a>:</p>	<p>The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.4.In.c</a>: Use end punctuation, quotation marks, and commas.</li> <li>• <a href="#">LA.1112.3.4.Su.c</a>: Use end punctuation for sentences and commas in dates.</li> <li>• <a href="#">LA.1112.3.4.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.3.4.4</a>:</p>	<p>The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.4.In.d</a>: Use correct subject and verb agreement.</li> <li>• <a href="#">LA.1112.3.4.Su.d</a>: Correct use of singular and plural nouns.</li> <li>• <a href="#">LA.1112.3.4.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.3.4.5</a>:</p>	<p>The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.4.In.e</a>: Use complete sentences.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.4.Su.e</a>: Use complete sentences.</li> <li>• <a href="#">LA.1112.3.4.Pa.a</a>: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<a href="#">LA.1112.3.5.1:</a>	<p>The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.5.In.a</a>: Prepare writing in a format appropriate for the purpose and audience.</li> <li>• <a href="#">LA.1112.3.5.Su.a</a>: Prepare writing appropriate to the purpose.</li> <li>• <a href="#">LA.1112.3.5.Pa.a</a>: Produce final products that effectively communicate information about a real-world topic using pictures, symbols, or words.</li> </ul>
<a href="#">LA.1112.3.5.2:</a>	<p>The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.5.In.b</a>: Use required spacing and margins to indicate paragraphs and other key features of text and include graphics or illustrations as needed to enhance writing.</li> <li>• <a href="#">LA.1112.3.5.Su.b</a>: Use required spacing and margins and include graphics or illustrations as needed.</li> <li>• <a href="#">LA.1112.3.5.Pa.a</a>: Produce final products that effectively communicate information about a real-world topic using pictures, symbols, or words.</li> </ul>
<a href="#">LA.1112.3.5.3:</a>	<p>Sharing with others, or submitting for publication.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.3.5.In.c</a>: Share finished writing with intended audience.</li> <li>• <a href="#">LA.1112.3.5.Su.c</a>: Share writing with the intended audience.</li> <li>• <a href="#">LA.1112.3.5.Pa.a</a>: Produce final products that effectively</li> </ul>

	<p>communicate information about a real-world topic using pictures, symbols, or words.</p>
<p><a href="#">LA.1112.4.1.1:</a></p>	<p>The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.1.In.a:</a> Write narratives about events or experiences using clear language and format appropriate to the purpose and intended audience with a main idea, descriptive details, a logical sequence of events, setting, and plot.</li> <li>• <a href="#">LA.1112.4.1.Su.a:</a> Write a narrative about real or imagined events that includes a main idea, descriptive details, characters, sequence of events, and setting.</li> <li>• <a href="#">LA.1112.4.1.Pa.a:</a> Communicate information that tells about persons, objects, and events according to the audience and purpose.</li> </ul>
<p><a href="#">LA.1112.4.1.2:</a></p>	<p>The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.1.In.b:</a> Write expressive forms (e.g. poems, plays, songs) appropriate to the purpose and intended audience that include rhythm and rhyme, dialogue, appropriate format and figurative language.</li> <li>• <a href="#">LA.1112.4.1.Su.b:</a> Write expressive forms (e.g. poetry, skits).</li> <li>• <a href="#">LA.1112.4.1.Pa.b:</a> Recognize patterns and images in familiar poetry, dialogue, songs, and rhymes.</li> </ul>
<p><a href="#">LA.1112.4.2.1:</a></p>	<p>The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.2.In.a:</a> Write in a variety of expository forms (e.g.</li> </ul>

	<p>summary, newspaper article, log, journal, brief report).</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.2.Su.a</a>: Write in a variety of expository forms (e.g. daily journal, log, brief article).</li> <li>• <a href="#">LA.1112.4.2.Pa.a</a>: Communicate information about topics using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.4.2.2</a>:</p>	<p>The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.2.In.b</a>: Record information (e.g. observations, notes, lists, charts, labels, legends) related to a topic.</li> <li>• <a href="#">LA.1112.4.2.Su.b</a>: Record information (e.g. observations, notes, lists, labels, charts) related to a topic.</li> <li>• <a href="#">LA.1112.4.2.Pa.b</a>: Communicate information about activities and tasks in a real-world situation.</li> </ul>
<p><a href="#">LA.1112.4.2.3</a>:</p>	<p>The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.2.In.c</a>: Write expository paragraphs that contain a topic sentence, supporting details, and relevant information.</li> <li>• <a href="#">LA.1112.4.2.Su.c</a>: Write an expository paragraph that includes a topic sentence, supporting details, and relevant information about the topic.</li> <li>• <a href="#">LA.1112.4.2.Pa.c</a>: Communicate a message or invitation to the intended person or group in a real-world situation.</li> </ul>
<p><a href="#">LA.1112.4.2.4</a>:</p>	<p>The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.2.In.d</a>: Write a formal letter using a conventional business letter format (e.g. heading, salutations, body, closing, signature) and address an envelope.</li> <li>• <a href="#">LA.1112.4.2.Su.d</a>: Compose a friendly or formal letter and address an envelope using resources (e.g. model or template, dictionary, adult assistance).</li> <li>• <a href="#">LA.1112.4.2.Pa.c</a>: Communicate a message or invitation to the intended person or group in a real-world situation.</li> </ul>
<p><a href="#">LA.1112.4.2.5</a>:</p>	<p>The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.2.In.e</a>: Write functional text for real-world situations (e.g. lists, instructions, reminder notes, telephone messages).</li> <li>• <a href="#">LA.1112.4.2.Su.e</a>: Write functional text for real-world situations (e.g. lists, reminder notes, telephone messages).</li> <li>• <a href="#">LA.1112.4.2.Pa.d</a>: Express preferences and choices for activities.</li> </ul>
<p><a href="#">LA.1112.4.2.6</a>:</p>	<p>The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.2.In.f</a>: Complete work-related documents (e.g. job applications, personal resume, memos).</li> <li>• <a href="#">LA.1112.4.2.Su.f</a>: Complete work-related documents (e.g. job application, personal resume).</li> <li>• <a href="#">LA.1112.4.2.Pa.e</a>: Communicate preferences for possible career or adult activities.</li> </ul>
<p><a href="#">LA.1112.4.3.1</a>:</p>	<p>The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute</p>

	<p>opposing arguments; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, sentences, paragraph) that includes detailed evidence to support why the topic or activity is important.</li> <li>• <a href="#">LA.1112.4.3.Su.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster, message) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.1112.4.3.Pa.a</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities in real-world situations.</li> </ul>
<p><a href="#">LA.1112.4.3.2:</a></p>	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, sentences, paragraph) that includes detailed evidence to support why the topic or activity is important.</li> <li>• <a href="#">LA.1112.4.3.Su.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster, message) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.1112.4.3.Pa.a</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities in real-world situations.</li> </ul>
<p><a href="#">LA.1112.5.1.1:</a></p>	<p>The student will use fluent and legible handwriting skills.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.5.1.In.a</a>: Use legible handwriting.</li> <li>• <a href="#">LA.1112.5.1.Su.a</a>: Use legible handwriting.</li> <li>• <a href="#">LA.1112.5.1.Pa.a</a>: Use pictures, symbols, or words to</li> </ul>

	<p>communicate meaning.</p>
<p><a href="#"><u>LA.1112.5.2.1:</u></a></p>	<p>The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.5.2.In.a:</u></a> Use effective listening skills and behaviors for a variety of purposes and demonstrate understanding by asking and answering relevant questions about oral presentations.</li> <li>• <a href="#"><u>LA.1112.5.2.Su.a:</u></a> Use effective listening skills and behaviors for a specified purpose and demonstrate understanding by answering relevant questions about oral presentations.</li> <li>• <a href="#"><u>LA.1112.5.2.Pa.a:</u></a> Listen and demonstrate understanding of information in real-world situations.</li> </ul>
<p><a href="#"><u>LA.1112.5.2.2:</u></a></p>	<p>The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.5.2.In.b:</u></a> Apply oral communication skills in interviews with familiar persons, brief presentations, and other real-world situations.</li> <li>• <a href="#"><u>LA.1112.5.2.Su.b:</u></a> Apply oral communication skills in interviews with familiar persons and other real-world situations.</li> <li>• <a href="#"><u>LA.1112.5.2.Pa.b:</u></a> Communicate information and requests in familiar activities in real-world situations.</li> </ul>
<p><a href="#"><u>LA.1112.5.2.3:</u></a></p>	<p>The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1112.5.2.In.c:</u></a> Use information from multiple sources and</li> </ul>

	<p>visual aids to deliver oral presentations that inform, persuade, or entertain.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.5.2.Su.c</a>: Locate and use information in familiar sources for oral presentations for specific occasions.</li> <li>• <a href="#">LA.1112.5.2.Pa.c</a>: Communicate information and preferences to a variety of individuals in real-world situations.</li> </ul>
<p><a href="#">LA.1112.5.2.4</a>:</p>	<p>The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.5.2.In.d</a>: Adjust voice, tone, and language to match requirements of real-world situations.</li> <li>• <a href="#">LA.1112.5.2.Su.d</a>: Adjust conversational language to match requirements of real-world settings.</li> <li>• <a href="#">LA.1112.5.2.Pa.c</a>: Communicate information and preferences to a variety of individuals in real-world situations.</li> </ul>
<p><a href="#">LA.1112.5.2.5</a>:</p>	<p>The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.5.2.In.e</a>: Organize information and deliver speeches to entertain, inform, and persuade for a variety of purposes.</li> <li>• <a href="#">LA.1112.5.2.Su.e</a>: Organize ideas and give informal oral presentations about real-world situations using appropriate eye contact, body language, and gestures.</li> <li>• <a href="#">LA.1112.5.2.Pa.c</a>: Communicate information and preferences to a variety of individuals in real-world situations.</li> </ul>
<p><a href="#">LA.1112.6.1.1</a>:</p>	<p>The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.1.In.a</a>: Locate information provided in text</li> </ul>



	<p>features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.1.Su.a</a>: Identify information in text features (e.g. title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary).</li> <li>• <a href="#">LA.1112.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.</li> </ul>
<p><a href="#">LA.1112.6.1.2</a>:</p>	<p>The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.1.In.b</a>: Identify specific features of consumer, workplace, or other real-world documents or manuals (e.g. diagrams, instructions, organization of content) and use the information to follow procedures, solve problems, and make decisions.</li> <li>• <a href="#">LA.1112.6.1.Su.b</a>: Use easy-to-read consumer, workplace, or other real-world documents or manuals for consumer, workplace, and real-world tasks.</li> <li>• <a href="#">LA.1112.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.</li> </ul>
<p><a href="#">LA.1112.6.1.3</a>:</p>	<p>The student will use the knowledge to create workplace, consumer, or technical documents.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.1.In.c</a>: Create a personal job aid (e.g. checklist, pictured directions, step-by-step procedures).</li> <li>• <a href="#">LA.1112.6.1.Su.c</a>: Create a personal job aid (e.g. pictured directions).</li> <li>• <a href="#">LA.1112.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.</li> </ul>
<p><a href="#">LA.1112.6.2.1</a>:</p>	<p>The student will select a topic and develop a comprehensive flexible</p>

	<p>search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.2.In.a</a>: Identify a problem and develop a search plan to select resources for information.</li> <li>• <a href="#">LA.1112.6.2.Su.a</a>: Select a topic and use a predetermined search plan to locate information in references or other sources.</li> <li>• <a href="#">LA.1112.6.2.Pa.a</a>: Select a topic of interest to explore.</li> </ul>
<p><a href="#">LA.1112.6.2.2:</a></p>	<p>The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.2.In.b</a>: Locate and obtain information from multiple references or resources (e.g. digital or print texts, maps, charts, graphs, photographs) and use appropriate sources to check the accuracy of information.</li> <li>• <a href="#">LA.1112.6.2.Su.b</a>: Locate information (e.g. digital or print texts, charts, photographs) to answer search questions and determine whether content in informational materials is accurate.</li> <li>• <a href="#">LA.1112.6.2.Pa.b</a>: Use teacher-recommended sources to obtain information about the topic and seek assistance to clarify meaning of pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.6.2.3:</a></p>	<p>The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.2.In.c</a>: Write a report that includes a main idea and relevant details in an organized sequence that supports the topic, with direct quotations, a concluding statement, and a list of sources used.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.2.Su.c</a>: Write a report that includes a title, main idea and organized details, relevant illustrations and graphics, a closing statement, and a list of sources used.</li> <li>• <a href="#">LA.1112.6.2.Pa.c</a>: Communicate information about selected topic using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.1112.6.2.4</a>:</p>	<p>The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.2.In.d</a>: Identify and use legal and ethical practices for the use of information in media and other sources in compliance with the law.</li> <li>• <a href="#">LA.1112.6.2.Su.d</a>: Follow ethical practices when using media and other sources for information.</li> <li>• <a href="#">LA.1112.6.2.Pa.d</a>: Identify sources of information used in communication.</li> </ul>
<p><a href="#">LA.1112.6.3.1</a>:</p>	<p>The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.3.In.a</a>: Identify persuasive techniques in mass media and determine if media messages are from reliable sources.</li> <li>• <a href="#">LA.1112.6.3.Su.a</a>: Recognize persuasive techniques in mass media and identify information that is obviously not correct.</li> <li>• <a href="#">LA.1112.6.3.Pa.a</a>: Recognize persuasive information presented in mass media.</li> </ul>
<p><a href="#">LA.1112.6.3.2</a>:</p>	<p>The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.3.In.b</a>: Use media with graphics, sound, or color to</li> </ul>

	<p>communicate information on a topic.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.3.Su.b</a>: Use media with graphics to communicate information.</li> <li>• <a href="#">LA.1112.6.3.Pa.b</a>: Use media to obtain information.</li> </ul>
<p><a href="#">LA.1112.6.3.3</a>:</p>	<p>The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.3.In.c</a>: Select print and nonprint media to use in oral presentations.</li> <li>• <a href="#">LA.1112.6.3.Su.c</a>: Select print and nonprint media to use in an oral presentation.</li> <li>• <a href="#">LA.1112.6.3.Pa.c</a>: Use print or nonprint media to communicate information.</li> </ul>
<p><a href="#">LA.1112.6.4.1</a>:</p>	<p>The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.4.In.a</a>: Use appropriate available technologies to enhance communication.</li> <li>• <a href="#">LA.1112.6.4.Su.a</a>: Use appropriate available technologies to enhance communication.</li> <li>• <a href="#">LA.1112.6.4.Pa.a</a>: Use appropriate available technologies to enhance communication.</li> </ul>
<p><a href="#">LA.1112.6.4.2</a>:</p>	<p>The student will routinely use digital tools for publication, communication and productivity.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1112.6.4.In.b</a>: Select and use technology tools to publish and present information on a variety of topics.</li> <li>• <a href="#">LA.1112.6.4.Su.b</a>: Use technology tools to publish and present a topic or story with text and graphics.</li> <li>• <a href="#">LA.1112.6.4.Pa.b</a>: Use a technology tool to communicate</li> </ul>

information in real-world situations.



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# Course: 7910111 Access English 1/2

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page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1794.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	7910111
<b>Course Title:</b>	Access English 1/2
<b>Course Abbreviated Title:</b>	Access English 1/2
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Senior High and Adult » <b>Subject:</b> Academics - Subject Areas »
<b>Number of Credits:</b>	Multiple Credit (more than 1 credit)
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(78) Supported(75) Participatory(46)**

<b><a href="#">LA.910.1.5.1:</a></b>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <a href="#">LA.910.1.5.In.a:</a> Read text with accuracy.</li><li>• <a href="#">LA.910.1.5.In.b:</a> Adjust reading rate based on purpose (e.g. for pleasure, information, and task completion) and difficulty.</li><li>• <a href="#">LA.910.1.5.Su.a:</a> Read text with accuracy.</li><li>• <a href="#">LA.910.1.5.Pa.a:</a> Accurately and consistently identify pictures or symbols paired with words in stories and daily activities.</li><li>• <a href="#">LA.910.1.5.Pa.b:</a> Identify pictures or symbols paired with</li></ul>
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	<p>words to indicate the next step in a familiar school activity.</p>
<p><a href="#">LA.910.1.6.1:</a></p>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.a:</a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.910.1.6.Su.a:</a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.910.1.6.Pa.a:</a> Identify new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.910.1.6.2:</a></p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.b:</a> Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.910.1.6.Su.b:</a> Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.910.1.6.Pa.b:</a> Listen and respond to stories and informational text.</li> </ul>
<p><a href="#">LA.910.1.6.3:</a></p>	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.c:</a> Use context clues and graphics to determine meanings of unknown words.</li> <li>• <a href="#">LA.910.1.6.Su.c:</a> Use context clues and graphics to determine meanings of unknown words.</li> <li>• <a href="#">LA.910.1.6.Pa.a:</a> Identify new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.910.1.6.4:</a></p>	<p>The student will categorize key vocabulary and identify salient features;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.910.1.6.Su.d</a>: Categorize key vocabulary.</li> <li>• <a href="#">LA.910.1.6.Pa.c</a>: Identify persons, objects, and actions by name or characteristic.</li> </ul>
<a href="#">LA.910.1.6.5</a> :	<p>The student will relate new vocabulary to familiar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.910.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.910.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.910.1.6.6</a> :	<p>The student will distinguish denotative and connotative meanings of words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.910.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.910.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.910.1.6.7</a> :	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.g</a>: Recognize and use prefixes, suffixes, and root words.</li> <li>• <a href="#">LA.910.1.6.Su.g</a>: Recognize and use common prefixes (re- and un-) and suffixes (-er).</li> <li>• <a href="#">LA.910.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.910.1.6.8</a> :	<p>The student will identify advanced word/phrase relationships and their meanings;</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.f</a>: Use phonics skills to decode unknown words.</li> <li>• <a href="#">LA.910.1.6.Su.f</a>: Use phonics skills to decode multisyllabic words.</li> <li>• <a href="#">LA.910.1.6.Pa.c</a>: Identify persons, objects, and actions by name or characteristic.</li> </ul>
<p><a href="#">LA.910.1.6.9:</a></p>	<p>The student will determine the correct meaning of words with multiple meanings in context;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.h</a>: Identify word relationships (e.g. common analogies) and their meaning.</li> <li>• <a href="#">LA.910.1.6.Su.h</a>: Determine the meaning of a word with multiple meanings (e.g. homographs) in text.</li> <li>• <a href="#">LA.910.1.6.Pa.a</a>: Identify new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.910.1.6.10:</a></p>	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.j</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.910.1.6.Su.i</a>: Determine the meaning of unknown words using a dictionary and digital tools.</li> <li>• <a href="#">LA.910.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.</li> </ul>
<p><a href="#">LA.910.1.6.11:</a></p>	<p>The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.In.k</a>: Identify common words and phrases from other languages.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.910.1.6.Pa.d</a>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.</li> </ul>
<a href="#">LA.910.1.7.1:</a>	<p>The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.In.a</a>: Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features to make and confirm predictions of content and purpose of reading selections.</li> <li>• <a href="#">LA.910.1.7.Su.a</a>: Use background knowledge of the subject and text features (e.g. title, illustrations, graphics, table of contents, headings, various text styles, simple charts and maps, glossary) to make and confirm predictions of content and reading selections.</li> <li>• <a href="#">LA.910.1.7.Pa.a</a>: Identify persons, objects, settings, and events in read-aloud narrative and informational text.</li> </ul>
<a href="#">LA.910.1.7.2:</a>	<p>The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.In.b</a>: Identify the author’s purpose (e.g. to inform, entertain, persuade) and point of view (e.g. first person) in text and use the information to construct meaning.</li> <li>• <a href="#">LA.910.1.7.Su.b</a>: Identify the author’s purpose (e.g. inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections.</li> <li>• <a href="#">LA.910.1.7.Pa.b</a>: Make purposeful responses to pictures or symbols paired with words in school settings.</li> </ul>
<a href="#">LA.910.1.7.3:</a>	<p>The student will determine the main idea or essential message in</p>

	<p>grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.In.c</a>: Determine the main idea or essential message in text through retelling, guided summarizing, and identifying relevant details and facts.</li> <li>• <a href="#">LA.910.1.7.Su.c</a>: Determine the main idea or essential message in text through guided retelling and identifying the topic and supporting details.</li> <li>• <a href="#">LA.910.1.7.Pa.c</a>: Recognize details and what happened in read-aloud stories and informational text.</li> </ul>
<p><a href="#">LA.910.1.7.4:</a></p>	<p>The student will identify cause-and-effect relationships in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.In.d</a>: Identify cause and effect relationships in stories and informational text.</li> <li>• <a href="#">LA.910.1.7.Su.d</a>: Identify explicit cause/effect relationships in stories and informational text.</li> <li>• <a href="#">LA.910.1.7.Pa.d</a>: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities.</li> </ul>
<p><a href="#">LA.910.1.7.5:</a></p>	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.In.e</a>: Identify a variety of text structures (e.g. comparison/contrast, cause/ effect relationships, chronological order, lists) using strategies, including graphic organizers and structured note-making, and describe how they impact meaning in text.</li> <li>• <a href="#">LA.910.1.7.Su.d</a>: Identify explicit cause/effect relationships in stories and informational text.</li> <li>• <a href="#">LA.910.1.7.Pa.d</a>: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities.</li> </ul>

<p><a href="#">LA.910.1.7.6:</a></p>	<p>The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.In.f</a>: Identify the theme in fiction or nonfiction selections.</li> <li>• <a href="#">LA.910.1.7.Su.e</a>: Identify fiction or nonfiction selections based on a theme (e.g. bravery, friendship).</li> <li>• <a href="#">LA.910.1.7.Pa.c</a>: Recognize details and what happened in read-aloud stories and informational text.</li> </ul>
<p><a href="#">LA.910.1.7.7:</a></p>	<p>The student will compare and contrast elements in multiple texts; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.In.g</a>: Identify similarities and differences in characters, actions, or settings or main idea and details in two texts.</li> <li>• <a href="#">LA.910.1.7.Su.f</a>: Identify similarities and differences and sequence of events in stories and informational text using strategies, including graphic organizers.</li> <li>• <a href="#">LA.910.1.7.Pa.c</a>: Recognize details and what happened in read-aloud stories and informational text.</li> </ul>
<p><a href="#">LA.910.1.7.8:</a></p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.In.h</a>: Use strategies to repair comprehension, including but not limited to rereading, checking context clues, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification.</li> <li>• <a href="#">LA.910.1.7.Su.g</a>: Use strategies to repair comprehension, including but not limited to rereading, context clues, predicting, using graphic organizers, and checking own understanding when reminded.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.1.7.Pa.e</a>: Use resources when necessary to clarify meaning of pictures, symbols, or words in school activities.</li> </ul>
<p><a href="#">LA.910.2.1.1:</a></p>	<p>The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.a</a>: Describe distinguishing features of works of various genres of literature (e.g. fiction, poetry, drama).</li> <li>• <a href="#">LA.910.2.1.Su.a</a>: Identify differences in characteristics of works of literature of various genres (e.g. fiction, poetry, drama).</li> <li>• <a href="#">LA.910.2.1.Pa.a</a>: Identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g. fiction, poetry, drama).</li> </ul>
<p><a href="#">LA.910.2.1.2:</a></p>	<p>The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.b</a>: Identify literary elements (e.g. character development, setting, plot structures, theme, word choice) in a variety of literary works.</li> <li>• <a href="#">LA.910.2.1.Su.b</a>: Identify characters, setting, problem/solution, and theme in literary works.</li> <li>• <a href="#">LA.910.2.1.Pa.a</a>: Identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g. fiction, poetry, drama).</li> </ul>
<p><a href="#">LA.910.2.1.3:</a></p>	<p>The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word</p>

	<p>position);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.c</a>: Describe how literary devices (e.g. sound, figurative language, graphics) convey mood and meaning in poetry.</li> <li>• <a href="#">LA.910.2.1.Su.c</a>: Identify literary devices (e.g. sound, descriptive language) used in poetry.</li> <li>• <a href="#">LA.910.2.1.Pa.b</a>: Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.</li> </ul>
<p><a href="#">LA.910.2.1.4:</a></p>	<p>The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.d</a>: Identify a common theme in more than one literary genre.</li> <li>• <a href="#">LA.910.2.1.Su.d</a>: Identify a common theme in more than one literary work.</li> <li>• <a href="#">LA.910.2.1.Pa.c</a>: Use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature.</li> </ul>
<p><a href="#">LA.910.2.1.5:</a></p>	<p>The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.e</a>: Describe the literary elements (e.g. character development, setting, plot structure, theme, word choice) in a literature selection.</li> <li>• <a href="#">LA.910.2.1.Su.e</a>: Describe the use of characters, setting, problem/solution, and theme in a literature selection.</li> <li>• <a href="#">LA.910.2.1.Pa.c</a>: Use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud</li> </ul>

	literature.
<p><a href="#">LA.910.2.1.6:</a></p>	<p>The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.f:</a> Describe how literary elements and a literary device in a selection connect to life experiences and impact the reader with support from the text or other sources.</li> <li>• <a href="#">LA.910.2.1.Su.f:</a> Describe how the characters, setting, problem/solution, or theme and the use of descriptive language in a selection connect to life experiences.</li> <li>• <a href="#">LA.910.2.1.Pa.c:</a> Use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature.</li> </ul>
<p><a href="#">LA.910.2.1.7:</a></p>	<p>The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.g:</a> Identify language that creates images in various kinds of literature.</li> <li>• <a href="#">LA.910.2.1.Su.g:</a> Identify language that creates images in stories and poems.</li> <li>• <a href="#">LA.910.2.1.Pa.b:</a> Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.</li> </ul>
<p><a href="#">LA.910.2.1.8:</a></p>	<p>The student will explain how ideas, values, and themes of a literary</p>

	<p>work often reflect the historical period in which it was written;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.h</a>: Identify ideas and theme in historical literary works.</li> <li>• <a href="#">LA.910.2.1.Su.h</a>: Recognize the theme in historical literary works.</li> <li>• <a href="#">LA.910.2.1.Pa.c</a>: Use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature.</li> </ul>
<p><a href="#">LA.910.2.1.9</a>:</p>	<p>The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.i</a>: Identify common examples of language that have been influenced by history and culture.</li> <li>• <a href="#">LA.910.2.1.Su.i</a>: Recognize common examples of language that have been influenced by history and culture.</li> <li>• <a href="#">LA.910.2.1.Pa.b</a>: Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.</li> </ul>
<p><a href="#">LA.910.2.1.10</a>:</p>	<p>The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.In.j</a>: Select a variety of fiction materials and genres based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.910.2.1.Su.j</a>: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.1.Pa.d</a>: Select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><a href="#">LA.910.2.2.1:</a></p>	<p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.2.In.a</a>: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).</li> <li>• <a href="#">LA.910.2.2.Su.a</a>: Identify information in text features (e.g. title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary).</li> <li>• <a href="#">LA.910.2.2.Pa.a</a>: Recognize persons, objects, and actions in read-aloud informational text.</li> </ul>
<p><a href="#">LA.910.2.2.2:</a></p>	<p>The student will use information from the text to answer questions or to state the main idea or provide relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.2.In.b</a>: Use information from nonfiction text to identify the main idea and supporting details.</li> <li>• <a href="#">LA.910.2.2.Su.b</a>: Use information from read-aloud nonfiction text to identify the main idea and supporting details.</li> <li>• <a href="#">LA.910.2.2.Pa.b</a>: Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities.</li> </ul>
<p><a href="#">LA.910.2.2.3:</a></p>	<p>The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.2.In.c</a>: Organize information to show understanding (e.g. using graphic organizers, and guided retelling, summarizing).</li> <li>• <a href="#">LA.910.2.2.Su.c</a>: Organize information to show understanding (e.g. using simple graphic organizers, guided retelling).</li> <li>• <a href="#">LA.910.2.2.Pa.c</a>: Recognize pictures or symbols paired with words depicting a sequence in familiar activities.</li> </ul>
<p><a href="#">LA.910.2.2.4:</a></p>	<p>The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.2.In.d</a>: Identify basic characteristics of variety of nonfiction text (e.g. reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams).</li> <li>• <a href="#">LA.910.2.2.Su.d</a>: Identify a variety of nonfiction text (e.g. easy-to-read reference materials, dictionaries, magazines, newspapers, instructions).</li> <li>• <a href="#">LA.910.2.2.Pa.b</a>: Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities.</li> </ul>
<p><a href="#">LA.910.2.2.5:</a></p>	<p>The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.2.2.In.e</a>: Select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.910.2.2.Su.e</a>: Select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> <li>• <a href="#">LA.910.2.2.Pa.d</a>: Select nonfiction materials to expand the core foundation of knowledge necessary to function as a</li> </ul>

	<p>member of a shared culture.</p>
<p><a href="#">LA.910.3.1.1:</a></p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.1.In.a:</a> Generate ideas through a variety of sources (e.g. brainstorming, prior knowledge, graphic organizers, discussion, printed material).</li> <li>• <a href="#">LA.910.3.1.Su.a:</a> Generate ideas through a variety of sources (e.g. discussions, lists, printed material).</li> <li>• <a href="#">LA.910.3.1.Pa.a:</a> Select information about a person, object, activity, or event as the topic of communication.</li> </ul>
<p><a href="#">LA.910.3.1.2:</a></p>	<p>The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.1.In.b:</a> Determine the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing.</li> <li>• <a href="#">LA.910.3.1.Su.b:</a> Identify the purpose (e.g. inform, entertain, persuade), intended audience, and main idea and supporting details for writing.</li> <li>• <a href="#">LA.910.3.1.Pa.a:</a> Select information about a person, object, activity, or event as the topic of communication.</li> </ul>
<p><a href="#">LA.910.3.1.3:</a></p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.1.In.c:</a> Use graphic organizers, charts, and outlines to plan writing in an organized sequence.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.1.Su.c</a>: Use a graphic organizer or chart to arrange the main ideas and supporting details into a logical sequence.</li> <li>• <a href="#">LA.910.3.1.Pa.a</a>: Select information about a person, object, activity, or event as the topic of communication.</li> </ul>
<p><a href="#">LA.910.3.2.1:</a></p>	<p>The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.2.In.a</a>: Use a prewriting plan to develop a central idea and related main ideas(s) and supporting details.</li> <li>• <a href="#">LA.910.3.2.Su.a</a>: Use a prewriting plan to develop the main ideas and supporting details.</li> <li>• <a href="#">LA.910.3.2.Pa.a</a>: Draft a product that communicates information about a person, object or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.2.2:</a></p>	<p>The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.2.In.b</a>: Determine the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing.</li> <li>• <a href="#">LA.910.3.2.Su.b</a>: Identify the purpose (e.g. inform, entertain, persuade), intended audience, and main idea and supporting details for writing.</li> <li>• <a href="#">LA.910.3.2.Pa.a</a>: Draft a product that communicates information about a person, object or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.2.3:</a></p>	<p>The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.2.In.a</a>: Use a prewriting plan to develop a central idea and related main ideas(s) and supporting details.</li> <li>• <a href="#">LA.910.3.2.Su.a</a>: Use a prewriting plan to develop the main ideas and supporting details.</li> <li>• <a href="#">LA.910.3.2.Pa.a</a>: Draft a product that communicates information about a person, object or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.3.1:</a></p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.3.In.a</a>: Review for content, focus, organization, word choice, and use of simple and compound sentences.</li> <li>• <a href="#">LA.910.3.3.Su.a</a>: Review for content, organization, and word choice and use of complete sentences.</li> <li>• <a href="#">LA.910.3.3.Pa.a</a>: Adjust draft communication about a person, object, or event when necessary by selecting, changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.3.2:</a></p>	<p>The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.3.In.b</a>: Improve connections between main ideas and details by using transitional words and modifying details to communicate the purpose.</li> <li>• <a href="#">LA.910.3.3.Su.b</a>: Improve connections between main idea and details.</li> <li>• <a href="#">LA.910.3.3.Pa.a</a>: Adjust draft communication about a person, object, or event when necessary by selecting, changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.3.3:</a></p>	<p>The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics,</p>

	<p>expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.3.In.c</a>: Rearrange or change words and sentences to clarify meaning or add interest using resources and reference materials to select vocabulary.</li> <li>• <a href="#">LA.910.3.3.Su.c</a>: Add descriptive words or details using resources to change word choices or select new vocabulary.</li> <li>• <a href="#">LA.910.3.3.Pa.a</a>: Adjust draft communication about a person, object, or event when necessary by selecting, changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.3.4:</a></p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.3.In.d</a>: Use revision tools and strategies (e.g. checklists, rubrics, teacher review, peer review) to improve writing.</li> <li>• <a href="#">LA.910.3.3.Su.d</a>: Use tools, strategies, and resources to improve the writing (e.g. teacher review, peer review, dictionary).</li> <li>• <a href="#">LA.910.3.3.Pa.a</a>: Adjust draft communication about a person, object, or event when necessary by selecting, changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.4.1:</a></p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.4.In.a</a>: Spell high frequency words and phonetically regular words using spelling rules and orthographic patterns.</li> <li>• <a href="#">LA.910.3.4.Su.a</a>: Spell phonetically regular and high</li> </ul>

	<p>frequency words, using a word bank, dictionary, or other resource as necessary.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.4.Pa.a</a>: Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.4.2:</a></p>	<p>The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.4.In.b</a>: Use capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, initial word of sentences, and titles of books.</li> <li>• <a href="#">LA.910.3.4.Su.b</a>: Use capitalization, including initial word in sentences, proper names, and the pronoun “I,” days of the week, and months of the.</li> <li>• <a href="#">LA.910.3.4.Pa.a</a>: Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.4.3:</a></p>	<p>The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.4.In.c</a>: Use end punctuation, quotations marks for exact words from cited sources, and commas in dates and items in a series.</li> <li>• <a href="#">LA.910.3.4.Su.c</a>: Use end punctuation (period, question mark, and exclamation point) for sentences.</li> <li>• <a href="#">LA.910.3.4.Pa.a</a>: Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.4.4:</a></p>	<p>The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.4.In.d</a>: Use correct subject and verb agreement.</li> <li>• <a href="#">LA.910.3.4.Su.d</a>: Correct use of singular and plural nouns.</li> <li>• <a href="#">LA.910.3.4.Pa.a</a>: Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.4.5:</a></p>	<p>The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.4.In.e</a>: Use complete sentences.</li> <li>• <a href="#">LA.910.3.4.Su.e</a>: Use complete sentences.</li> <li>• <a href="#">LA.910.3.4.Pa.a</a>: Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.5.1:</a></p>	<p>The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.5.In.a</a>: Prepare writing in a format appropriate to audience and purpose.</li> <li>• <a href="#">LA.910.3.5.Su.a</a>: Prepare writing appropriate to the purpose.</li> <li>• <a href="#">LA.910.3.5.Pa.a</a>: Produce final products that effectively communicate information about a person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.5.2:</a></p>	<p>The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.5.In.b</a>: Use required spacing and margins to indicate paragraphs and other key features of text and include graphics and illustrations as needed.</li> <li>• <a href="#">LA.910.3.5.Su.b</a>: Use required spacing and margins and</li> </ul>



	<p>include graphics or illustrations as needed.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.5.Pa.a</a>: Produce final products that effectively communicate information about a person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.3.5.3</a>:</p>	<p>The student will sharing with others, or submitting for publication.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.3.5.In.c</a>: Share writing with the intended audience.</li> <li>• <a href="#">LA.910.3.5.Su.c</a>: Share writing with the intended audience.</li> <li>• <a href="#">LA.910.3.5.Pa.a</a>: Produce final products that effectively communicate information about a person, object, activity, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.4.1.1</a>:</p>	<p>The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.1.In.a</a>: Write narratives about events or experiences using clear language and format with a main idea, descriptive details, a logical sequence of events, setting, and plot.</li> <li>• <a href="#">LA.910.4.1.Su.a</a>: Write narratives about events with a main idea, descriptive details, characters, sequence of events, and setting.</li> <li>• <a href="#">LA.910.4.1.Pa.a</a>: Communicate information that tells about persons, objects, and events according to the audience.</li> </ul>
<p><a href="#">LA.910.4.1.2</a>:</p>	<p>The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.1.In.b</a>: Write expressive forms (e.g. poems, plays, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language for the intended audience or purpose.</li> <li>• <a href="#">LA.910.4.1.Su.b</a>: Write expressive forms (e.g. poetry, songs, skits).</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.1.Pa.b</a>: Recognize patterns and images in familiar poetry, dialogue, songs, rhymes.</li> </ul>
<a href="#">LA.910.4.2.1:</a>	<p>The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.2.In.a</a>: Write in a variety of expository forms (e.g. summary, newspaper article, log, journal, brief report).</li> <li>• <a href="#">LA.910.4.2.Su.a</a>: Write in a variety of expository forms (e.g. daily journal, log, summary, brief article).</li> <li>• <a href="#">LA.910.4.2.Pa.a</a>: Communicate information about persons, objects, activities, or events using pictures, symbols, or words.</li> </ul>
<a href="#">LA.910.4.2.2:</a>	<p>The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.2.In.b</a>: Record information (e.g. observations, notes, lists, charts, labels, legends) related to a topic.</li> <li>• <a href="#">LA.910.4.2.Su.b</a>: Record information (e.g. notes, lists, labels, charts) related to a topic</li> <li>• <a href="#">LA.910.4.2.Pa.b</a>: Communicate information about classroom activities or tasks.</li> </ul>
<a href="#">LA.910.4.2.3:</a>	<p>The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.2.In.c</a>: Write expository paragraphs that contain a topic sentence, supporting details, and relevant information.</li> <li>• <a href="#">LA.910.4.2.Su.c</a>: Write expository text that includes a topic</li> </ul>

	<p>sentence, supporting details, and relevant information about the topic;</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.2.Pa.b</a>: Communicate information about classroom activities or tasks.</li> </ul>
<p><a href="#">LA.910.4.2.4</a>:</p>	<p>The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.2.In.d</a>: Compose a formal letter using a conventional business letter format (e.g. heading, salutation, body, closing, signature) and address an envelope.</li> <li>• <a href="#">LA.910.4.2.Su.d</a>: Compose informal invitations, friendly messages, thank-you notes, and a friendly or formal letter and address an envelope using resources (e.g. model or template, dictionary, adult assistance);</li> <li>• <a href="#">LA.910.4.2.Pa.c</a>: Communicate a message or invitation to the intended person or group.</li> </ul>
<p><a href="#">LA.910.4.2.5</a>:</p>	<p>The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.2.In.e</a>: Write functional text (e.g. three-step instructions, recipes, labels, posters, graphs/tables).</li> <li>• <a href="#">LA.910.4.2.Su.e</a>: Produce functional text (e.g. two-step directions, labels, posters, basic recipes, posters, signs).</li> <li>• <a href="#">LA.910.4.2.Pa.d</a>: Express preferences and choices for activities.</li> </ul>
<p><a href="#">LA.910.4.2.6</a>:</p>	<p>The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.2.In.f</a>: Complete work-related documents (e.g. job applications, personal resume).</li> <li>• <a href="#">LA.910.4.2.Su.f</a>: Complete work-related documents (e.g. job application).</li> <li>• <a href="#">LA.910.4.2.Pa.e</a>: Complete work-related documents (e.g. indicate job preference).</li> </ul>
<p><a href="#">LA.910.4.3.1</a>:</p>	<p>The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, sentences, paragraph) that includes evidence to support why the topic or activity is important.</li> <li>• <a href="#">LA.910.4.3.Su.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.910.4.3.Pa.a</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> </ul>
<p><a href="#">LA.910.4.3.2</a>:</p>	<p>The student will include persuasive techniques.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.4.3.In.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, sentences, paragraph) that includes evidence to support why the topic or activity is important.</li> <li>• <a href="#">LA.910.4.3.Su.a</a>: Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster) that shows why the topic or activity is important.</li> <li>• <a href="#">LA.910.4.3.Pa.a</a>: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</li> </ul>

<p><a href="#">LA.910.5.1.1:</a></p>	<p>The student will use fluent and legible handwriting skills.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.5.1.In.a:</a> Use legible handwriting.</li> <li>• <a href="#">LA.910.5.1.Su.a:</a> Use legible handwriting.</li> <li>• <a href="#">LA.910.5.1.Pa.a:</a> Use pictures, symbols, or words to communicate meaning.</li> </ul>
<p><a href="#">LA.910.5.2.1:</a></p>	<p>The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.5.2.In.a:</a> Use a specified listening strategy according to the intended purpose (e.g. solving a problem, remembering information.</li> <li>• <a href="#">LA.910.5.2.Su.a:</a> Use a listening strategy (e.g. facing the speaker and restating the information) to gather information for a task.</li> <li>• <a href="#">LA.910.5.2.Pa.a:</a> Listen and demonstrate understanding of information presented in daily activities.</li> </ul>
<p><a href="#">LA.910.5.2.2:</a></p>	<p>The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.5.2.In.b:</a> Give oral presentations with a clear introduction and conclusion.</li> <li>• <a href="#">LA.910.5.2.Su.b:</a> Give oral presentations about topics using appropriate eye contact and body language.</li> <li>• <a href="#">LA.910.5.2.Pa.b:</a> Use a familiar source (e.g. person, picture, symbol, word) to obtain information for activities.</li> </ul>
<p><a href="#">LA.910.5.2.3:</a></p>	<p>The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in</p>

	<p>formal and informal speaking situations;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.5.2.In.c</a>: Adjust voice and body movement as appropriate for speaking in real-world situations.</li> <li>• <a href="#">LA.910.5.2.Su.c</a>: Use voice and body movement as appropriate for speaking in real-world situations.</li> <li>• <a href="#">LA.910.5.2.Pa.c</a>: Communicate information and preferences in a variety of familiar situations.</li> </ul>
<p><a href="#">LA.910.5.2.4:</a></p>	<p>The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.5.2.In.d</a>: Use oral language appropriate for formal and informal situations.</li> <li>• <a href="#">LA.910.5.2.Su.d</a>: Use oral language appropriate for formal and informal situations.</li> <li>• <a href="#">LA.910.5.2.Pa.c</a>: Communicate information and preferences in a variety of familiar situations.</li> </ul>
<p><a href="#">LA.910.5.2.5:</a></p>	<p>The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.5.2.In.e</a>: Gather and organize information for oral presentations and integrate appropriate media.</li> <li>• <a href="#">LA.910.5.2.Su.e</a>: Locate and use information in familiar sources for oral presentations for specific occasions.</li> <li>• <a href="#">LA.910.5.2.Pa.c</a>: Communicate information and preferences in a variety of familiar situations.</li> </ul>
<p><a href="#">LA.910.6.1.1:</a></p>	<p>The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.1.In.a</a>: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).</li> <li>• <a href="#">LA.910.6.1.Su.a</a>: Identify information in text features (e.g. title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary).</li> <li>• <a href="#">LA.910.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.</li> </ul>
<a href="#">LA.910.6.1.2:</a>	<p>The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.1.In.b</a>: Read and interpret consumer, workplace, or other real-world documents or manuals (e.g. cookbooks, instruction manuals, job aids) using the information to follow procedures, solve problems, and make decisions.</li> <li>• <a href="#">LA.910.6.1.Su.b</a>: Use easy-to-read consumer, workplace, or other real-world documents or manuals for consumer, workplace, and real-world tasks.</li> <li>• <a href="#">LA.910.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.</li> </ul>
<a href="#">LA.910.6.1.3:</a>	<p>The student will use the knowledge to create a workplace, consumer, or technical document.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.1.In.c</a>: Create a personal job aid (e.g. checklist, pictured directions, step-by-step procedures).</li> <li>• <a href="#">LA.910.6.1.Su.c</a>: Create a personal job aid (e.g. pictured directions).</li> <li>• <a href="#">LA.910.6.1.Pa.a</a>: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.</li> </ul>
<a href="#">LA.910.6.2.1:</a>	<p>The student will select a topic and develop a comprehensive flexible</p>

	<p>search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.2.In.a</a>: Select a topic and develop a search plan to select sources for information.</li> <li>• <a href="#">LA.910.6.2.Su.a</a>: Select a topic and use a predetermined search plan to locate information in references or other sources.</li> <li>• <a href="#">LA.910.6.2.Pa.a</a>: Select a person, object, or event of interest to explore.</li> </ul>
<p><a href="#">LA.910.6.2.2:</a></p>	<p>The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.2.In.b</a>: Use multiple resources (e.g. digital and texts, maps, charts, graphs, photographs) to obtain information and check factual information in materials.</li> <li>• <a href="#">LA.910.6.2.Su.b</a>: Locate and use references or other sources and determine the accuracy of statements by matching information in passages with reliable sources.</li> <li>• <a href="#">LA.910.6.2.Pa.b</a>: Use a teacher-recommended source to obtain information and seek assistance to clarify meaning of pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.6.2.3:</a></p>	<p>The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.2.In.c</a>: Write a report that includes an introduction, main idea(s) and relevant details in an organized sequence that supports the topic, a concluding statement, and a list of sources used.</li> <li>• <a href="#">LA.910.6.2.Su.c</a>: Write a simple report that includes a title,</li> </ul>



	<p>main idea and organized details, relevant illustrations and graphics, a closing statement, and a list of sources used.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.2.Pa.c</a>: Communicate information about the selected person, object, or event using pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.910.6.2.4</a>:</p>	<p>The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.2.In.d</a>: Identify and use legal and ethical practices, including listing references and knowing consequences of copying others' work.</li> <li>• <a href="#">LA.910.6.2.Su.d</a>: Identify and use ethical practices, including listing references and other sources and not copying others' work.</li> <li>• <a href="#">LA.910.6.2.Pa.d</a>: Identify sources of information used in communication.</li> </ul>
<p><a href="#">LA.910.6.3.1</a>:</p>	<p>The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.3.In.a</a>: Identify persuasive techniques used in advertisements in multiple media sources (e.g. television, internet, newspaper, magazines).</li> <li>• <a href="#">LA.910.6.3.Su.a</a>: Recognize persuasive techniques used in advertisements in a media source (e.g. television, internet, newspaper, magazines).</li> <li>• <a href="#">LA.910.6.3.Pa.a</a>: Recognize persuasive information presented in mass media.</li> </ul>
<p><a href="#">LA.910.6.3.2</a>:</p>	<p>The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.3.In.b</a>: Use media with graphics, sound, or color to communicate information on a topic.</li> <li>• <a href="#">LA.910.6.3.Su.b</a>: Use media with graphics to communicate information.</li> <li>• <a href="#">LA.910.6.3.Pa.b</a>: Use media to obtain information.</li> </ul>
<p><a href="#">LA.910.6.3.3:</a></p>	<p>The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.3.In.c</a>: Select print and nonprint media to use in oral presentations.</li> <li>• <a href="#">LA.910.6.3.Su.c</a>: Select print and nonprint media to use in an oral presentation.</li> <li>• <a href="#">LA.910.6.3.Pa.c</a>: Use print or nonprint media to communicate information.</li> </ul>
<p><a href="#">LA.910.6.4.1:</a></p>	<p>The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.4.In.a</a>: Use appropriate available technologies to enhance communication.</li> <li>• <a href="#">LA.910.6.4.Su.a</a>: Use appropriate available technologies to enhance communication.</li> <li>• <a href="#">LA.910.6.4.Pa.a</a>: Use appropriate available technologies to enhance communication.</li> </ul>
<p><a href="#">LA.910.6.4.2:</a></p>	<p>The student will routinely use digital tools for publication, communication and productivity.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.910.6.4.In.b</a>: Select and use technology tools to publish and present information on a variety of topics.</li> </ul>

- [LA.910.6.4.Su.b](#): Use technology tools to publish and present a topic or story with text and graphics.
- [LA.910.6.4.Pa.b](#): Use a technology tool to communicate information to a variety of listeners in various settings.



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**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7910110
<b>Course Title:</b>	English: 9-12
<b>Previous Course Title:</b>	Applied English: Comprehensive
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in knowledge and skills of English to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- language usage
- literature
- study skills
- reference skills
- applications in daily life
- applications in the workplace

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

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

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory,

## Course Number: 7910110 - English: 9-12

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.

This course may also be used to accommodate the 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

**Course Number: 7910110 - English: 9-12**

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

**After successfully completing this course, the student will:**

- 1. Demonstrate understanding of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Word Identification Skills**

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lowercase letters, recognition of visual forms of words in handwriting and print, letter/sound relationships, distinguishing words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

- 1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  consonants                      \_\_\_  vowels                      \_\_\_  blends  
                    \_\_\_  patterns                      \_\_\_  syllables                      \_\_\_  other: \_\_\_\_\_

- 1.3. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*

- 1.4. Use structural analysis to identify the meaning of unknown (oral or written) words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  compound words                      \_\_\_  prefix  
                    \_\_\_  suffix                      \_\_\_  other: \_\_\_\_\_

**Course Number: 7910110 - English: 9-12**

- 1.5. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., “The boy rode a unicycle, a bicycle with one wheel”). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  examples \_\_\_\_\_  direct explanations  
          \_\_\_\_\_  synonyms \_\_\_\_\_  other: \_\_\_\_\_
- 1.6. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 1.7. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  printed dictionary \_\_\_\_\_  electronic dictionary  
          \_\_\_\_\_  persons \_\_\_\_\_  other: \_\_\_\_\_
- 1.8. Use assistive technology, as necessary, to read words and symbols. (CL.B.1.Su.1)  
Specify: \_\_\_\_\_

**Frequently Used Words**

- 1.9. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  common words and expressions  
          \_\_\_\_\_  concept of time  
          \_\_\_\_\_  common objects and locations  
          \_\_\_\_\_  category words  
          \_\_\_\_\_  directional concepts  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.10. *Identify own first name in manuscript. (Reading A 3: III)*
- 1.11. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 1.12. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 1.13. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*
- 1.14. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 1.15. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*

**Course Number: 7910110 - English: 9-12**

- 1.16. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 1.17. Identify the meaning of (oral or written) vocabulary related to school assignments (e.g., homework, test, multiple-choice, essay, revise, peer evaluation). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.18. Identify the meaning of (oral or written) vocabulary when completing academic tasks (e.g., writing a report, proofreading, putting events in sequential order). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.19. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  personal hygiene—brush, floss, shower, deodorant  
          \_\_\_\_\_  finances—balance checkbook, budget  
          \_\_\_\_\_  caring for clothes—wash, dry clean  
          \_\_\_\_\_  purchasing items—discount, sale, tax, charge  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.20. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, debit, balance  
          \_\_\_\_\_  library—library card, check out, due date, late charge  
          \_\_\_\_\_  volunteer service—organization, responsibilities, schedule  
          \_\_\_\_\_  other: \_\_\_\_\_
- 1.21. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  indoor games                      \_\_\_\_\_  outdoor activities  
          \_\_\_\_\_  sports                                      \_\_\_\_\_  entertainment  
          \_\_\_\_\_  pets and plants                      \_\_\_\_\_  hobbies  
          \_\_\_\_\_  other: \_\_\_\_\_

**Signs and Symbols**

- 1.22. Identify the meaning of symbols and icons used on signs in buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  exit and entrance signs      \_\_\_\_\_  restroom signs  
          \_\_\_\_\_  elevator signs                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.23. Identify the meaning of symbols and icons used in safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  no smoking, danger, poison  
          \_\_\_\_\_  do not use near water, for outside use only  
          \_\_\_\_\_  shock, use grounded outlets, 220 volts only  
          \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7910110 - English: 9-12**

- 1.24. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  order here                      \_\_\_\_\_  cashier  
              \_\_\_\_\_  no food or drink allowed            \_\_\_\_\_  no smoking  
              \_\_\_\_\_  name of business                      \_\_\_\_\_  hours of operation  
              \_\_\_\_\_  proper attire required            \_\_\_\_\_  no talking  
              \_\_\_\_\_  other: \_\_\_\_\_
- 1.25. *Recognize information communicated by common symbols and signs. (Reading A 1: III)*
- 1.26. *Identify and demonstrate understanding of community symbols and signs. (Reading B 6: IV, V)*
- 1.27. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)
- 1.28. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

**Pictures**

- 1.29. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  furniture                      \_\_\_\_\_  appliances  
              \_\_\_\_\_  interior design                      \_\_\_\_\_  supplies  
              \_\_\_\_\_  entertainment                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.30. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  buildings                      \_\_\_\_\_  signs                      \_\_\_\_\_  persons  
              \_\_\_\_\_  landmarks                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.31. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.32. Identify features and events in complex pictures and photographs (e.g. in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.33. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.34. *Identify information from a picture. (Reading A 4: IV)*
- 1.35. *Describe pictures or objects. (Language C 24: III)*

**Abbreviations and Acronyms**

**Course Number: 7910110 - English: 9-12**

- 1.36. Identify abbreviations for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  linear—ft., mi., m., yd., in.      \_\_\_\_\_  area—sq. ft., sq. yd., sq. mi.  
\_\_\_\_\_  weight—oz., lb.      \_\_\_\_\_  volume—c., tsp., Tbs., l., ml.  
\_\_\_\_\_  time—min., hr., Tues., Dec.      \_\_\_\_\_  other: \_\_\_\_\_

- 1.37. Identify abbreviations for locations (e.g., when addressing an envelope, when looking up an address in a phone book, when reading an address). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  streets—Rd., Blvd., St., Dr.      \_\_\_\_\_  states—FL, CA  
\_\_\_\_\_  post office—PO      \_\_\_\_\_  buildings—Apt., Bldg.  
\_\_\_\_\_  countries—USA, UK      \_\_\_\_\_  other: \_\_\_\_\_

- 1.38. Identify abbreviations and acronyms for agencies and organizations (e.g., sending information by overnight mail, reading articles in the newspaper, watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  medical organizations— Health Maintenance Organization (HMO)  
\_\_\_\_\_  government agencies— Developmental Services (DS),  
Vocational Rehabilitation (VR)  
\_\_\_\_\_  mail services— United Parcel Service (UPS), United States Postal  
Services (USPS)  
\_\_\_\_\_  other: \_\_\_\_\_

- 1.39. Identify abbreviations for titles (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  personal—Mr., Ms.      \_\_\_\_\_  degrees—Ph.D., M.Ed., B.S.  
\_\_\_\_\_  professional—C.P.A., M.D.      \_\_\_\_\_  other: \_\_\_\_\_

- 1.40. Identify abbreviations and acronyms for information sources and mass media (e.g., locating a radio or television station in the newspaper schedule, locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  radio—WFSU      \_\_\_\_\_  television—WPBS  
\_\_\_\_\_  Web addresses—www.firm.edu

- 1.41. Identify the meaning of abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community      \_\_\_\_\_  workplace

**Course Number: 7910110 - English: 9-12**

**2. Use comprehension skills and strategies to increase understanding of information in texts (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic clues, rereading, scanning, repeating directions, acknowledging messages).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt

\_\_\_ verbal prompt

\_\_\_ visual prompt

\_\_\_ assistive technology

\_\_\_ supervision

\_\_\_ other: \_\_\_\_\_

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**Visuals, Passages, and Documents**

**2.1. Paraphrase the meaning of (oral or written) sentences or phrases to clarify meaning (e.g., repeating directions, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)**

Specify: \_\_\_  statements    \_\_\_  questions    \_\_\_  directions  
          \_\_\_  commands    \_\_\_  requests    \_\_\_  other: \_\_\_\_\_

**2.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., finding information for a report, finding a recipe for a dessert, finding information on a person). (CL.B.1.In.1, CL.B.1.Su.1)**

Specify: \_\_\_  key words    \_\_\_  dates    \_\_\_  numbers  
          \_\_\_  charts    \_\_\_  graphs    \_\_\_  pictures  
          \_\_\_  maps    \_\_\_  answers to questions  
          \_\_\_  other: \_\_\_\_\_

**2.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)**

Specify: \_\_\_  match to a list of key information—dates, names, locations  
          \_\_\_  match to questions to be answered  
          \_\_\_  scan chapter titles and subtitles for specific words or phrases  
          \_\_\_  scan pictures or graphics for specific information  
          \_\_\_  other: \_\_\_\_\_

**2.4. Use skills and strategies to identify irrelevant information in a text or visual diagram. (CL.B.1.In.1, CL.B.1.Su.1)**

Specify: \_\_\_  asking yourself “How does this fit?”  
          \_\_\_  asking yourself “Is it needed?”  
          \_\_\_  comparing to similar examples or a model  
          \_\_\_  other: \_\_\_\_\_

**2.5. Answer factual questions about paragraphs. (Reading C 9: V)**

**2.6. Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)**

**Course Number: 7910110 - English: 9-12**

- 2.7. Use skills and strategies to determine the main ideas of a paragraph, section, or document. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify the first sentence or topic  
          \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  identify information that is repeated  
          \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.8. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 2.9. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 2.10. Use skills and strategies to distinguish whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  match information with other sources  
          \_\_\_\_\_  look for words such as *always, never*  
          \_\_\_\_\_  identify words that indicate feelings or emotions  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.11. *Distinguish between true and false statements. (Reading E 19: V)*
- 2.12. *Distinguish between facts and opinions in sentences. (Reading E 20: VI)*
- 2.13. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VI)*
- 2.14. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify exaggerations      \_\_\_\_\_  identify false claims  
          \_\_\_\_\_  evaluate realism                      \_\_\_\_\_  other: \_\_\_\_\_
- 2.15. Use skills and strategies to relate and integrate new (oral or written) information with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify common elements or situations  
          \_\_\_\_\_  distinguish what is different  
          \_\_\_\_\_  relate new information to concepts already understood  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.16. Use strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  create a first letter mnemonic      \_\_\_\_\_  make a visual association  
          \_\_\_\_\_  determine order of events                      \_\_\_\_\_  other: \_\_\_\_\_
- 2.17. *Determine the order of events in a paragraph. (Reading C 10: V)*

**Course Number: 7910110 - English: 9-12**

- 2.18. Predict outcomes or conclusions related to (oral or written) information based on previous knowledge to increase understanding (e.g., identifying cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)
- 2.19. *Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)*
- 2.20. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 2.21. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

**Using Information Resources**

- 2.22. Identify types of information in reference books or resources to accomplish functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  atlas—road maps, distance charts, state capitals, population  
          \_\_\_\_\_  dictionary—definitions, spelling, syllabication  
          \_\_\_\_\_  encyclopedia—general information by subject  
          \_\_\_\_\_  textbook—information for instructional purposes  
          \_\_\_\_\_  magazine or newspaper—current information by subject  
          \_\_\_\_\_  directory—information lists by subject, agency, product  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.23. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 2.24. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 2.25. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  atlas                    \_\_\_\_\_  dictionary                    \_\_\_\_\_  encyclopedia  
          \_\_\_\_\_  textbook                    \_\_\_\_\_  magazine                    \_\_\_\_\_  newspaper  
          \_\_\_\_\_  directory                    \_\_\_\_\_  other: \_\_\_\_\_
- 2.26. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  book—introduction, chapter titles  
          \_\_\_\_\_  magazines—titles, page numbers, authors  
          \_\_\_\_\_  newspaper—sections, page numbers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.27. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*

**Course Number: 7910110 - English: 9-12**

- 2.28. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., locating information about a topic of interest, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.29. Use an index to locate a subtopic by page number (e.g., locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.30. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

**Maps, Charts, and Graphs**

- 2.31. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  bar graphs      \_\_\_\_\_  pie charts      \_\_\_\_\_  tables  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.32. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 2.33. Identify the meaning of information provided by map symbols (e.g., planning a travel route, learning about a specific location). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  roads      \_\_\_\_\_  rivers, lakes      \_\_\_\_\_  cities and towns  
          \_\_\_\_\_  mileage      \_\_\_\_\_  direction      \_\_\_\_\_  airports, parks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.34. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 2.35. Find specified geographic areas or locations using a map (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  city, state map      \_\_\_\_\_  atlas      \_\_\_\_\_  other: \_\_\_\_\_

**Organizing Information**

- 2.36. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological      \_\_\_\_\_  alphabetical  
          \_\_\_\_\_  categorical      \_\_\_\_\_  topic or subject  
          \_\_\_\_\_  hierarchical or outlining      \_\_\_\_\_  other: \_\_\_\_\_
- 2.37. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological      \_\_\_\_\_  alphabetical  
          \_\_\_\_\_  categorical      \_\_\_\_\_  topic or subject  
          \_\_\_\_\_  hierarchical or outlining      \_\_\_\_\_  other: \_\_\_\_\_
- 2.38. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

**Course Number: 7910110 - English: 9-12**

- 2.39. Organize information alphabetically when completing functional task (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.40. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 2.41. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 2.42. Locate an item by date when completing functional tasks (e.g., identifying if a check has cleared, verifying a specific deposit, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 2.43. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)
- 2.44. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)
- 2.45. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)
- 2.46. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, using key words for a database search). (CL.B.1.In.3)
- 2.47. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 2.48. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a report). (CL.B.1.In.3)
- 2.49. Use graphic organizers to display relationships between and among ideas, events, and facts. (CL.B.1.In.3)  
Specify:  concept map     tree diagram     flowchart  
 semantic web     other: \_\_\_\_\_

**3. Use communication skills to express information appropriately in conversations and presentations (e.g., use of volume, stress, and pronunciation; use of eye contact and body language).**

CO.A.1.In.1    initiate communication and respond effectively in a variety of situations.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)

**Course Number: 7910110 - English: 9-12**

Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

3.2. Use appropriate nonverbal language and gestures when communicating.

(CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  facial expressions    \_\_\_\_\_  sounds  
          \_\_\_\_\_  gestures                                    \_\_\_\_\_  body language  
          \_\_\_\_\_  hand signals                                \_\_\_\_\_  other: \_\_\_\_\_

3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  initiating topics  
          \_\_\_\_\_  maintaining topics  
          \_\_\_\_\_  taking turns  
          \_\_\_\_\_  active listening  
          \_\_\_\_\_  ending a conversation  
          \_\_\_\_\_  repairing communication breakdowns  
          \_\_\_\_\_  showing sensitivity to cultural differences  
          \_\_\_\_\_  other: \_\_\_\_\_

3.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in a hospital). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  tone of voice                                    \_\_\_\_\_  pitch  
          \_\_\_\_\_  fluency (rate and rhythm)                                \_\_\_\_\_  loudness  
          \_\_\_\_\_  duration    \_\_\_\_\_  other: \_\_\_\_\_

3.5. *Use language to indicate displeasure or dislike. (Language C 16: I)*

3.6. *Express self-identity by telling first name. (Language C 17: II)*

3.7. *Express self-identity by telling full name. (Language C 21: III)*

3.8. *Use language to give simple commands. (Language C 18: II)*

3.9. *Use language to respond to verbal greeting. (Language C 19: II)*

3.10. *Express wants and needs. (Language C 20: II)*

3.11. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

3.12. *Use language to initiate social greeting. (Language C 23: III)*

3.13. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

3.14. *Use language to relate recent personal experiences. (Language C 26: IV)*

3.15. *Use language to participate appropriately in conversation. (Language C 29: V)*

3.16. *Use language to initiate conversation. (Language C 30: VI)*





**Course Number: 7910110 - English: 9-12**

- 4.3. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  letters                      \_\_\_\_\_  reports                      \_\_\_\_\_  forms  
                  \_\_\_\_\_  charts                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.4. Use assistive technology, as necessary, for writing.  
Specify: \_\_\_\_\_

**Personal Information**

- 4.5. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  name                      \_\_\_\_\_  address                      \_\_\_\_\_  phone number  
                  \_\_\_\_\_  date of birth                      \_\_\_\_\_  race group                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.6. *Reproduce own first and last name. (Writing A 1: IV)*
- 4.7. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

**Completing Forms**

- 4.8. Identify the documents that will be needed to provide information required on various types of forms (e.g., documents such as a Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.9. Transfer information from sources such as identification card, birth certificate, and Social Security card onto appropriate sections of forms. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.10. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify \_\_\_\_\_  personal information—name, address, phone, birth date  
                  \_\_\_\_\_  sex—male/female  
                  \_\_\_\_\_  race—White/Hispanic/Black/Asian/Native American  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 4.11. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)*
- 4.12. *Complete simple order blanks. (Writing D 14: VII)*

**Course Number: 7910110 - English: 9-12**

**Organizing Communications**

- 4.13. Identify the characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  what is the intent—objectives, target audience, purpose  
\_\_\_\_\_  what components are needed—introduction, body, summary  
\_\_\_\_\_  how should the information be organized  
\_\_\_\_\_  what formatting should be used—layout, text, use of graphics  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.14. Write information in alphabetical order (e.g., filing, arranging names on a list). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.15. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  brief descriptions                      \_\_\_\_\_  letters  
\_\_\_\_\_  stories    \_\_\_\_\_  essays  
\_\_\_\_\_  reports    \_\_\_\_\_  other: \_\_\_\_\_
- 4.16. Create documents or written communications that are organized by key ideas and relevant supporting details (e.g., summarize desired career goals, describe the results of an interview, prepare an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  sentences                      \_\_\_\_\_  paragraphs                      \_\_\_\_\_  essays  
\_\_\_\_\_  reports    \_\_\_\_\_  other: \_\_\_\_\_
- 4.17. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  easy to difficult                      \_\_\_\_\_  specific to general  
\_\_\_\_\_  least important to most important                      \_\_\_\_\_  general to specific  
\_\_\_\_\_  most important to least important                      \_\_\_\_\_  cause and effect  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.18. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  daily events                      \_\_\_\_\_  daily tasks  
\_\_\_\_\_  checks and deposits                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.19. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  report    \_\_\_\_\_  summary  
\_\_\_\_\_  letter of complaint    \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910110 - English: 9-12**

4.20. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., write an article for a newsletter, write a project report). (CL.B.2.In.2, CL.B.2.Su.2)

Specify:  article  report  letter  message  
 other: \_\_\_\_\_

4.21. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify:  note—give a friend directions, let your family know that you will be late  
 memo—announce an event to your co-workers at the office  
 letter—friendly, complaint, request, application  
 message—let a family member know that someone called  
 report—summary of a school project  
 other: \_\_\_\_\_

4.22. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)

Specify:  note  memo/e-mail  
 letter  brief description  
 report  cards and invitations  
 other: \_\_\_\_\_

4.23. Write or dictate a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify:  caller's name  date  who caller represents  
 time  phone number  who the message is for  
 message  other: \_\_\_\_\_

4.24. *List information (who, what, when, and where) of a given message.*  
(Writing D 11: VI)

4.25. *Write a letter and address an envelope.* (Writing D 12: VI)

**5. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.**

**Note:** Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt  verbal prompt  visual prompt  
\_\_\_ assistive technology  supervision  other: \_\_\_\_\_

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**Course Number: 7910110 - English: 9-12**

**Writing Process**

- 5.1. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  gather information  
          \_\_\_\_\_  organize ideas  
          \_\_\_\_\_  write first draft  
          \_\_\_\_\_  get feedback  
          \_\_\_\_\_  edit and revise  
          \_\_\_\_\_  edit  
          \_\_\_\_\_  write final copy  
          \_\_\_\_\_  other: \_\_\_\_\_
- 5.2. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  unity and coherence—words, phrases, and sentences work together  
          \_\_\_\_\_  content—no irrelevant details  
          \_\_\_\_\_  organization—logical order  
          \_\_\_\_\_  style—no run-on sentences or unintentional fragments  
          \_\_\_\_\_  formatting—margins, spacing, legibility  
          \_\_\_\_\_  other: \_\_\_\_\_
- 5.3. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  spelling           \_\_\_\_\_  grammar           \_\_\_\_\_  sentence structure  
          \_\_\_\_\_  word usage       \_\_\_\_\_  formatting—margins, spacing
- 5.4. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*

**Sentences**

- 5.5. Use complete sentences to express thoughts when writing. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  simple                           \_\_\_\_\_  compound  
          \_\_\_\_\_  complex                           \_\_\_\_\_  compound/complex
- 5.6. *Write simple sentences. (Writing D 10: V)*
- 5.7. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  select the kind of sentence           \_\_\_\_\_  think about the meaning  
          \_\_\_\_\_  think about the words                   \_\_\_\_\_  review the sentence when finished  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910110 - English: 9-12**

**Mechanics**

- 5.8. Use forms of words that reflect correct grammar when writing. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  nouns—singular and plural, possessive  
          \_\_\_\_\_  verbs—present, past, and future tenses  
          \_\_\_\_\_  subject-verb agreement  
          \_\_\_\_\_  other: \_\_\_\_\_
- 5.9. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  proper nouns    \_\_\_\_\_  pronoun “I”    \_\_\_\_\_  acronyms  
          \_\_\_\_\_  abbreviations    \_\_\_\_\_  first word of sentence    \_\_\_\_\_  greeting/closing  
          \_\_\_\_\_  titles    \_\_\_\_\_  other: \_\_\_\_\_
- 5.10. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 5.11. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries). (Writing C 8: VI)*
- 5.12. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  period    \_\_\_\_\_  question mark    \_\_\_\_\_  exclamation point
- 5.13. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  comma—words in a series, compound sentence, address, date, greeting/closing  
          \_\_\_\_\_  apostrophe—contraction, possession  
          \_\_\_\_\_  quotation marks—direct quotation, titles, words used in a special sense  
          \_\_\_\_\_  semicolon—main clauses without conjunctions, items in a series containing other punctuation  
          \_\_\_\_\_  other: \_\_\_\_\_
- 5.14. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*
- 5.15. *Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)*
- 5.16. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)



**Course Number: 7910110 - English: 9-12**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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7.1. Demonstrate knowledge of the features and characteristics of selected works of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  fiction: \_\_\_\_\_  
          \_\_\_  non-fiction: \_\_\_\_\_  
          \_\_\_  drama: \_\_\_\_\_  
          \_\_\_  poetry: \_\_\_\_\_  
          \_\_\_  other: \_\_\_\_\_

7.2. Create a personal response to selected examples of the common forms of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  short story: \_\_\_\_\_  
          \_\_\_  novel: \_\_\_\_\_  
          \_\_\_  drama: \_\_\_\_\_  
          \_\_\_  essay: \_\_\_\_\_  
          \_\_\_  poem: \_\_\_\_\_  
          \_\_\_  other: \_\_\_\_\_

7.3. Identify literacy devices used in selected works of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify device: \_\_\_\_\_  
Specify works of literature: \_\_\_\_\_

**8. Demonstrate knowledge of key elements in literature (e.g., plot, characters, setting, point of view, and tone).**

CL.B.1.In.2      interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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8.1. Identify characteristics and examples of key elements in stories, movies, and plays. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  characters      \_\_\_  setting      \_\_\_  plot      \_\_\_  point of view

8.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  short stories                      \_\_\_  novels  
          \_\_\_  plays                      \_\_\_  poems

8.3. Relate literature to personal feelings and experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_  short stories                      \_\_\_  novels



**Course Number: 7910110 - English: 9-12**

\_\_\_\_\_  plays                      \_\_\_\_\_  poems

8.4. Identify examples of different genres of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  adventure      \_\_\_\_\_  science fiction      \_\_\_\_\_  mystery  
          \_\_\_\_\_  romance            \_\_\_\_\_  other: \_\_\_\_\_

**9. Demonstrate knowledge of types and characteristics of mass media (e.g., television, radio, newspapers, magazines, Internet) and their impact on the public.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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9.1. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  television  
          \_\_\_\_\_  radio                      \_\_\_\_\_  people                      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_

9.2. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  television  
          \_\_\_\_\_  radio                      \_\_\_\_\_  people                      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_

**10. Select and use study skills (e.g., notetaking; using mnemonics, associations, and imagery; research; organizing materials; time management; test-taking).**

- CL.B.1.In.1      identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2      interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3      organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.2.In.1      prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2      express oral, written, or visual information for specified purposes.
- CL.B.4.In.1      identify problems and examine alternative solutions.
- CL.B.4.In.2      implement solutions to problems and evaluate effectiveness.
- CL.C.2.In.1      plan and implement personal work assignments.

## Course Number: 7910110 - English: 9-12

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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### Increasing Recall and Understanding

- 10.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)
- 10.2. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 10.3. Use strategies to remember and understand oral or written directions.  
(CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  read aloud                      \_\_\_  paraphrase  
              \_\_\_  make a drawing or diagram                      \_\_\_  other: \_\_\_\_\_
- 10.4. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 10.5. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 10.6. *Follow verbal directions to complete a two-step task. (Language B 13: III)*
- 10.7. *Follow verbal directions with more than two steps. (Language B 14: IV)*
- 10.8. *Follow written directions with one-step. (Reading C 11: V)*
- 10.9. *Follow written directions with two-steps. (Reading C 13: VI)*
- 10.10. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)
- 10.11. Use scanning strategies to locate information needed to complete an assignment. (CL.B.1.In.1, CL.B.1.Su.1)
- 10.12. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  who, what, when, and where?                      \_\_\_  which, how, and why?  
              \_\_\_  other: \_\_\_\_\_
- 10.13. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does this make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word?). (CL.B.1.In.2, CL.B.1.Su.2)

**Course Number: 7910110 - English: 9-12**

- 10.14. Use visual imagery to clarify and remember information. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  make mental pictures      \_\_\_\_\_  create an analogy  
          \_\_\_\_\_  make an association      \_\_\_\_\_  other: \_\_\_\_\_
- 10.15. Select and use an appropriate organizational framework to clarify complex information for an assignment. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  outline      \_\_\_\_\_  graphic organizer  
          \_\_\_\_\_  timeline      \_\_\_\_\_  chart or table  
          \_\_\_\_\_  other: \_\_\_\_\_
- 10.16. Use strategies to take notes from lectures, discussions or written materials (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)
- 10.17. Follow a systematic procedure when researching a topic for an assignment. (CL.B.2.In.1, CL.B.2.In.2)  
Specify: \_\_\_\_\_  identify topic or main question  
          \_\_\_\_\_  specify questions to be answered or subtopics  
          \_\_\_\_\_  conduct a preliminary search for information using appropriate references and resources  
          \_\_\_\_\_  take notes and cite sources  
          \_\_\_\_\_  review notes and obtain additional information, if needed  
          \_\_\_\_\_  other: \_\_\_\_\_
- 10.18. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

**Using Feedback**

- 10.19. Identify characteristics of feedback that is commonly given for assignments (e.g., points out mistakes, gives guidance to make corrections, identifies what is right). (CO.A.1.In.1, CO.A.1.Su.1)
- 10.20. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning). (CO.A.1.In.1, CO.A.1.Su.1)
- 10.21. Use feedback to make changes on assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 10.22. Check the correctness and accuracy of own assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching spelling errors on a test before handing it in). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  answers to tests      \_\_\_\_\_  class assignments

**Course Number: 7910110 - English: 9-12**

**Problem Solving**

- 10.23. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.24. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.25. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.26. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  identify the problem  
          \_\_\_\_\_  identify alternatives  
          \_\_\_\_\_  choose appropriately from a variety of techniques  
          \_\_\_\_\_  implement solution  
          \_\_\_\_\_  evaluate results
- 10.27. Differentiate between those problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

**Planning and Time Management**

- 10.28. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 10.29. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 10.30. *State steps to complete a task. (Language C 31: VI)*
- 10.31. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal            \_\_\_\_\_  school            \_\_\_\_\_  work
- 10.32. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, don't get distracted). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal            \_\_\_\_\_  school            \_\_\_\_\_  work

**Course Number: 7910110 - English: 9-12**

- 10.33. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  work
- 10.34. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify method: \_\_\_\_\_  track subtasks on calendar  
                  \_\_\_\_\_  set an alarm clock as a reminder  
                  \_\_\_\_\_  begin subtasks on time  
                  \_\_\_\_\_  check off subtasks when completed  
                  \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  work
- 10.35. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify method: \_\_\_\_\_  try different techniques  
                  \_\_\_\_\_  seek advice from others  
                  \_\_\_\_\_  seek assistance from others  
                  \_\_\_\_\_  reread the instructions or references  
                  \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  work
- 10.36. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  work
- 10.37. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify method: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
                  \_\_\_\_\_  set up work station with needed supplies, tools, and equipment before starting  
                  \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  work
- 10.38. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  work
- 10.39. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school      \_\_\_\_\_  work

**Course Number: 7910110 - English: 9-12**

10.40. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: \_\_\_\_\_  personal                      \_\_\_\_\_  school                      \_\_\_\_\_  work

10.41. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keep self motivated and enthusiastic, make decisions independently, set goals, do not delay, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: \_\_\_\_\_  personal                      \_\_\_\_\_  school                      \_\_\_\_\_  work

10.42. Demonstrate self-directed behavior when completing assignments (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: \_\_\_\_\_  personal                      \_\_\_\_\_  school                      \_\_\_\_\_  work

**11. Demonstrate skills required for functional communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**

CL.C.2.In.5      apply employability skills in the workplace.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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11.1. Identify the meaning of vocabulary related to career exploration (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.1, CL.B.1.Su.1)

11.2. Identify the meaning of vocabulary related to workplace activities (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  work hours—starting time, break, time card  
              \_\_\_\_\_  dress code—uniform, grooming  
              \_\_\_\_\_  locations—reception areas, parking, restrooms  
              \_\_\_\_\_  equipment—storage, maintenance, repairs, supplies  
              \_\_\_\_\_  other: \_\_\_\_\_

11.3. Identify information contained in simple graphics used in the workplace (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  blueprints                      \_\_\_\_\_  floor plans                      \_\_\_\_\_  diagrams  
              \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910110 - English: 9-12**

11.4. Identify the meaning of signs found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office, storing cleaning products, totaling purchases). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  directions for use and storage       repair and maintenance  
 safety precautions       replacement information  
 other: \_\_\_\_\_

11.5. Demonstrate functional communication skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, following instructions). (CL.C.2.In.5, CL.C.2.Su.5)

11.6. Produce written communications accurately to meet requirements of the workplace (e.g., letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify:  letters       reports       forms  
 charts       other: \_\_\_\_\_

**12. Demonstrate communication skills required for personal needs and functioning in the community (e.g., reading and writing as leisure activities, using the newspaper, using the Internet and e-mail, maintaining personal correspondence, and keeping records).**

IF.A.1.In.1      complete productive and leisure activities used in the home and community.  
IF.A.2.In.1      select and use community resources and services for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

physical prompt       verbal prompt       visual prompt  
 assistive technology       supervision       other: \_\_\_\_\_

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12.1. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  following a recipe  
 using information found on clothing labels regarding care requirements  
 using advertisements to select needed furniture, appliances, and personal goods  
 observing warning precautions on appliances and furniture  
 storing product manuals and warranties in one location  
 using information on product tags, labels, or information booklets  
 other: \_\_\_\_\_

12.2. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  learning about community events and services  
 participating in local service organizations  
 participating in service activities sponsored by a religious organization  
 other: \_\_\_\_\_

**Course Number: 7910110 - English: 9-12**

- 12.3. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  identifying the location and price of events, e.g., musical performances—concerts, dance performances; theatre and plays; celebrations—holidays, parades, festivals  
\_\_\_\_\_  learning the rules of a game or sport  
\_\_\_\_\_  obtaining information about a hobby or collection or other leisure interest  
\_\_\_\_\_  communicating with others who share the same leisure interests  
\_\_\_\_\_  other: \_\_\_\_\_
- 12.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  communicating with others—mail, telephone, e-mail  
\_\_\_\_\_  using public transportation—trains, airplanes  
\_\_\_\_\_  obtaining personal services—haircut, cleaning  
\_\_\_\_\_  shopping—personal items, food, clothing  
\_\_\_\_\_  obtaining emergency services—911, police, fire department  
\_\_\_\_\_  other: \_\_\_\_\_
- 12.5. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs. (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)
- 12.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  headlines  
\_\_\_\_\_  sports  
\_\_\_\_\_  special features  
\_\_\_\_\_  advertisements  
\_\_\_\_\_  other: \_\_\_\_\_  
\_\_\_\_\_  local news  
\_\_\_\_\_  recreational activities  
\_\_\_\_\_  comics  
\_\_\_\_\_  classified ads



**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7910100
<b>Course Title:</b>	Reading: 9-12
<b>Previous Course Title:</b>	Applied Reading: Comprehensive
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- vocabulary
- word attack skills
- comprehension skills
- literature
- study skills
- reading in the workplace
- reading as a leisure activity

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

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

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. 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

## Course Number: 7910100 - Reading: 9-12

one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the 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 post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

**Course Number: 7910100 - Reading: 9-12**

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

**After successfully completing this course, the student will:**

**1. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 1.1. Use phonics to identify the pronunciation of unknown words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  initial, medial, and final consonants  
          \_\_\_  long and short vowels  
          \_\_\_  initial, medial, and final blends  
          \_\_\_  patterns and silent letters  
          \_\_\_  syllables  
          \_\_\_  other: \_\_\_\_\_
- 1.2. Use structural analysis to identify the meaning of unknown words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  compound words        \_\_\_  prefix        \_\_\_  suffix  
          \_\_\_  other: \_\_\_\_\_
- 1.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  examples        \_\_\_  direct explanations        \_\_\_  synonyms  
          \_\_\_  other: \_\_\_\_\_
- 1.4. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 1.5. Use assistance to identify the meaning and pronunciation of unknown words (e.g., looking up a word in a dictionary, listen to the pronunciation of a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  printed dictionary                \_\_\_  electronic dictionary  
          \_\_\_  person                                      \_\_\_  other: \_\_\_\_\_

**Course Number: 7910100 - Reading: 9-12**

**2. Demonstrate knowledge of functional vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Signs and Symbols**

**2.1. Identify the meaning of symbols and icons used on signs in buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom).**

(CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_  exit and entrance signs    \_\_\_  restroom signs  
          \_\_\_  elevator signs                      \_\_\_  other: \_\_\_\_\_

**2.2. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)**

Specify: \_\_\_  no smoking, danger, poison  
          \_\_\_  do not use near water, for outside use only  
          \_\_\_  shock, use grounded outlets, 220 volts only  
          \_\_\_  other: \_\_\_\_\_

**2.3. Match and discriminate pictures and shapes. (Reading A 2: III)**

**2.4. Recognize information communicated by common signs and symbols. (Reading A 1: III)**

**2.5. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery store, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)**

Specify: \_\_\_  order here                                      \_\_\_  cashier  
          \_\_\_  no food or drink allowed                      \_\_\_  no smoking  
          \_\_\_  cost of admission                                      \_\_\_  hours of operation  
          \_\_\_  other: \_\_\_\_\_

**2.6. Identify the meaning of road signs (e.g., one-way street, no U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)**

Specify: \_\_\_  stop                      \_\_\_  one way                      \_\_\_  right turn only  
          \_\_\_  speed limit                      \_\_\_  no U-turn                      \_\_\_  other: \_\_\_\_\_  
          \_\_\_  yield                      \_\_\_  merge



**Course Number: 7910100 - Reading: 9-12**

**Independent Functioning Vocabulary**

- 2.18. Identify the meaning of written vocabulary related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  personal hygiene—brush, floss teeth, shower, deodorant  
\_\_\_\_\_  finances—balance checkbook, deposit money, budget  
\_\_\_\_\_  caring for clothes—wash, dry clean  
\_\_\_\_\_  purchasing items—discount, sale, tax, charge  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.19. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, debit, balance  
\_\_\_\_\_  library—library card, check out, due date, late charge  
\_\_\_\_\_  volunteering—organization, hours, responsibilities  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.20. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  caring for clothing and personal items  
\_\_\_\_\_  preparing and storing food  
\_\_\_\_\_  maintaining lawn and garden  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.21. Identify the meaning of written vocabulary related to leisure activities (e.g., participating in sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  indoor games    \_\_\_\_\_  outdoor activities    \_\_\_\_\_  sports  
\_\_\_\_\_  entertainment    \_\_\_\_\_  pets and plants    \_\_\_\_\_  hobbies  
\_\_\_\_\_  other: \_\_\_\_\_

**Abbreviations and Acronyms**

- 2.22. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading amounts required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  linear—ft., mi., m.    \_\_\_\_\_  area—sq. ft., sq. yd.  
\_\_\_\_\_  weight—oz., lb., #    \_\_\_\_\_  volume—c., l., tbs., tsp.  
\_\_\_\_\_  money—\$, ¢    \_\_\_\_\_  time—min., hr., Tues., Dec.  
\_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7910100 - Reading: 9-12**

- 3.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  statements      \_\_\_\_\_  questions      \_\_\_\_\_  directions  
          \_\_\_\_\_  commands      \_\_\_\_\_  requests      \_\_\_\_\_  other: \_\_\_\_\_
- 3.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in a dictionary, finding information for a report; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  key words      \_\_\_\_\_  dates      \_\_\_\_\_  numbers  
          \_\_\_\_\_  charts      \_\_\_\_\_  graphs      \_\_\_\_\_  pictures  
          \_\_\_\_\_  maps      \_\_\_\_\_  answers to questions  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning (e.g., school tasks—finding answers to study questions; personal care—identify temperature to set oven; leisure—checking rules of a game). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  match to a list of key information—dates, names, locations  
          \_\_\_\_\_  match to questions to be answered  
          \_\_\_\_\_  scan chapter titles and subtitles for specific words or phrases  
          \_\_\_\_\_  scan pictures or graphics for specific information  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.4. Use skills and strategies to identify irrelevant information in a text or visual (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—following a diagram to assemble a piece of camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  asking yourself “How does this fit?”  
          \_\_\_\_\_  asking yourself “Is it needed?”  
          \_\_\_\_\_  comparing to similar examples or a model  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.5. *Identify information from a picture. (Reading A 4: IV)*
- 3.6. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 3.7. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*
- 3.8. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify the first sentence or topic      \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  identify information that is repeated      \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.9. *Determine main idea stated in a paragraph. (Reading C 8: V)*



**Course Number: 7910100 - Reading: 9-12**

- 3.10. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 3.11. Use skills and strategies to relate and integrate new information in text or visual with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify common elements or situations  
          \_\_\_\_\_  distinguish what is different  
          \_\_\_\_\_  relate new information to concepts already understood  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.12. Use skills and strategies to link information in text with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  create a first letter mnemonic      \_\_\_\_\_  make a visual association  
          \_\_\_\_\_  determine order of events                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.13. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 3.14. Predict outcomes or conclusions related to information in text based on previous knowledge to increase understanding (e.g., noting cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.15. *Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)*
- 3.16. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 3.17. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

**Using Information Resources**

- 3.18. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  atlas—road maps, distance charts, state capitals, population  
          \_\_\_\_\_  dictionary—definitions, spelling, syllabication  
          \_\_\_\_\_  encyclopedia—general information by subject  
          \_\_\_\_\_  textbook—information for instructional purposes  
          \_\_\_\_\_  magazine or newspaper—current information by subject  
          \_\_\_\_\_  directory—information lists by subject, agency, product  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910100 - Reading: 9-12**

- 3.19. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  book—introduction, chapter titles  
          \_\_\_\_\_  magazine—titles, page numbers, authors  
          \_\_\_\_\_  newspaper—sections, page numbers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.20. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 3.21. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., when locating information about a topic of interest, when finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.22. Use an index to locate a subtopic by page number (e.g., when locating a specific recipe in a cookbook, when locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.23. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

**Maps, Charts, and Graphs**

- 3.24. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  bar graphs      \_\_\_\_\_  pie charts      \_\_\_\_\_  tables  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.25. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 3.26. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  roads      \_\_\_\_\_  rivers, lakes      \_\_\_\_\_  cities and towns  
          \_\_\_\_\_  mileage      \_\_\_\_\_  direction      \_\_\_\_\_  airports, parks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.27. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 3.28. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  city or state map      \_\_\_\_\_  atlas  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.29. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

**Course Number: 7910100 - Reading: 9-12**

- 3.30. Organize information alphabetically when completing functional tasks (e.g., filing for later reference). (CL.B.1.In.3)
- 3.31. *Alphabetize words using the first letter. (Reading F 22: V)*
- 3.32. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 3.33. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*
- 3.34. Locate an item by date when completing functional tasks (e.g., verifying a specific deposit, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 3.35. Organize information chronologically when completing functional tasks (e.g., filing a receipt for later reference to return a purchased item, determining sequence of events). (CL.B.1.In.3)
- 3.36. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 3.37. Organize information by categories when completing functional tasks (e.g., when filing bills, when clustering similar kinds of pictures). (CL.B.1.In.3)
- 3.38. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a source for information about camping). (CL.B.1.In.3)
- 3.39. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 3.40. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a research report). (CL.B.1.In.3)
- 3.41. Identify the meaning of simple graphs (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  bar graphs      \_\_\_\_\_  pie charts      \_\_\_\_\_  tables

**4. Identify author’s purpose or point of view in written material.**

CL.B.1.In.2      interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Course Number: 7910100 - Reading: 9-12**

- 4.1. Identify purpose of different types of written material. (CL.B.1.In.2)  
Specify:  narrative—stories, plays  persuasive—advertising, campaigns  
 technical—manuals  expository—information, reports  
 other: \_\_\_\_\_
- 4.2. Identify characteristics of different points of view of written material. (CL.B.1.In.2)  
Specify:  from the author’s point of view  
 from the character’s point of view  
 from the narrator’s point of view  
 other: \_\_\_\_\_
- 4.3. Identify examples of written material that represent different purposes and points of view. (CL.B.1.In.2)  
Specify:  stories  plays or movies  
 poems  newspaper articles  
 magazine articles  reports  
 other: \_\_\_\_\_

**5. Determine whether information presented in a text is accurate, valid, or reliable.**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt  verbal prompt  visual prompt  
 assistive technology  supervision  other: \_\_\_\_\_
- 

- 5.1. Use skills and strategies to determine whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify:  match information with other sources  
 look for words such as *always, never*  
 identify words that indicate feelings or emotions  
 other: \_\_\_\_\_
- 5.2. *Distinguish between true and false statements. (Reading E 19: V)*
- 5.3. *Distinguish between facts and opinions in sentences. (Reading E 20: VI)*
- 5.4. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*
- 5.5. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisement to product review). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify:  identify exaggerations  identify false claims  
 evaluate realism  other: \_\_\_\_\_

**Course Number: 7910100 - Reading: 9-12**

- 5.6. Use strategies to evaluate the reliability and accuracy of written information (e.g., Does this information match other sources? Does this information appear to be realistic?). (CL.B.1.In.2, CL.B.1.Su.2)

**6. Demonstrate understanding of key elements in literature (e.g., plot, characters, setting, point of view, tone).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 6.1. Identify characteristics of key elements in stories, movies, and plays. (CL.B.1.In.2)  
Specify: \_\_\_  characters    \_\_\_  setting    \_\_\_  plot    \_\_\_  point of view

- 6.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2)

Specify: \_\_\_  stories    \_\_\_  novels    \_\_\_  plays    \_\_\_  poems

- 6.3. Relate specific works of literature to personal feelings and experiences. (CL.B.1.In.2)  
Specify: \_\_\_  stories    \_\_\_  novels    \_\_\_  plays    \_\_\_  poems

**7. Select and apply study skills (e.g., notetaking; using mnemonics, associations, and imagery; conducting research; organizing information; test-taking).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.C.2.In.1 plan and implement personal work assignments.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Increasing Recall and Understanding**

- 7.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

- 7.2. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

**Course Number: 7910100 - Reading: 9-12**

- 7.3. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  read aloud \_\_\_\_\_  paraphrase  
\_\_\_\_\_  make a drawing or diagram \_\_\_\_\_  other: \_\_\_\_\_
- 7.4. *Follow written directions with one-step. (Reading C 11: V)*
- 7.5. *Follow written directions with two-steps. (Reading C 13: VI)*
- 7.6. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)
- 7.7. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  who, what, when, and where?  
\_\_\_\_\_  which, how, and why?  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.8. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.9. Use visual imagery to clarify and remember information for assignments. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  make mental pictures \_\_\_\_\_  create an analogy  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.10. Use strategies to take notes from lectures, discussions, and written material (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)
- 7.11. Follow a systematic process when researching a topic for an assignment.  
Specify: \_\_\_\_\_  identify the topic or main question  
\_\_\_\_\_  specify subtopic or questions to be answered  
\_\_\_\_\_  conduct preliminary research using appropriate resources and references  
\_\_\_\_\_  take notes and cite sources  
\_\_\_\_\_  review notes and obtain additional information, if needed  
\_\_\_\_\_  other: \_\_\_\_\_
- 7.12. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)
- 7.13. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers \_\_\_\_\_  magazines \_\_\_\_\_  television  
\_\_\_\_\_  radio \_\_\_\_\_  people \_\_\_\_\_  Internet  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910100 - Reading: 9-12**

- 7.14. Use an appropriate source to obtain written information on current events.  
(CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.15. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 7.16. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 7.17. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., when completing a homework assignment, when locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  atlas                      \_\_\_\_\_  dictionary                      \_\_\_\_\_  encyclopedia  
          \_\_\_\_\_  textbook                      \_\_\_\_\_  magazine                      \_\_\_\_\_  newspaper  
          \_\_\_\_\_  directory                      \_\_\_\_\_  other: \_\_\_\_\_
- 7.18. Identify characteristics of various formats used to organize information.  
(CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological                      \_\_\_\_\_  alphabetical  
          \_\_\_\_\_  categorical                      \_\_\_\_\_  topic or subject  
          \_\_\_\_\_  hierarchical or outlining                      \_\_\_\_\_  other: \_\_\_\_\_
- 7.19. Choose format for organizing information based on proposed use of that information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological                      \_\_\_\_\_  alphabetical  
          \_\_\_\_\_  categorical                      \_\_\_\_\_  topic or subject  
          \_\_\_\_\_  hierarchical or outlining                      \_\_\_\_\_  other: \_\_\_\_\_

**Using Feedback**

- 7.20. Identify situations when feedback is commonly given for assignments  
(e.g., after you have answered a question, after you have finished a project). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.21. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.22. Use feedback to make changes on assignments (e.g., correct a mistake, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.23. Give effective feedback to others when working together on assignments  
(e.g., identify what is correct or well done, point out errors, suggest needed improvements). (CO.A.1.In.1, CO.A.1.Su.1)

**Course Number: 7910100 - Reading: 9-12**

- 7.24. Evaluate the correctness and accuracy of own work for assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  answers to tests                      \_\_\_\_\_  class assignments  
                  \_\_\_\_\_  other: \_\_\_\_\_

**Problem Solving**

- 7.25. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.26. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.27. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.28. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  identify the problem  
                  \_\_\_\_\_  identify alternatives  
                  \_\_\_\_\_  choose appropriately from a variety of techniques  
                  \_\_\_\_\_  implement solution  
                  \_\_\_\_\_  evaluate results
- 7.29. Differentiate between those problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others.

**Planning and Time Management**

- 7.30. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  personal                      \_\_\_\_\_  workplace
- 7.31. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  personal                      \_\_\_\_\_  workplace
- 7.32. *State steps to complete a task. (Language C 31: VI)*



**Course Number: 7910100 - Reading: 9-12**

- 7.33. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  school \_\_\_\_\_  personal \_\_\_\_\_  workplace
- 7.34. Use strategies to pace work so that assignments are completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify strategy: \_\_\_\_\_  work according to schedule  
\_\_\_\_\_  set an alarm clock as a reminder  
\_\_\_\_\_  track subtasks on calendar  
\_\_\_\_\_  check off subtasks when completed  
\_\_\_\_\_  begin subtasks on time  
\_\_\_\_\_  adjust to unforeseen circumstances  
\_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  school \_\_\_\_\_  personal \_\_\_\_\_  workplace
- 7.35. Identify alternative approaches when faced with difficulty in completing assignments. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify approach: \_\_\_\_\_  try different techniques \_\_\_\_\_  reread the instructions or references  
\_\_\_\_\_  seek advice from others \_\_\_\_\_  seek assistance from others  
\_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  school \_\_\_\_\_  personal \_\_\_\_\_  workplace
- 7.36. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  school \_\_\_\_\_  personal \_\_\_\_\_  workplace
- 7.37. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  school \_\_\_\_\_  personal \_\_\_\_\_  workplace
- 7.38. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  school \_\_\_\_\_  personal \_\_\_\_\_  workplace
- 7.39. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
\_\_\_\_\_  set up workstation with needed supplies, tools, and equipment before starting  
\_\_\_\_\_  other: \_\_\_\_\_  
Specify: \_\_\_\_\_  school \_\_\_\_\_  personal \_\_\_\_\_  workplace
- 7.40. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  school \_\_\_\_\_  personal \_\_\_\_\_  workplace

**Course Number: 7910100 - Reading: 9-12**

- 7.41. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  personal                      \_\_\_\_\_  workplace
- 7.42. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  personal                      \_\_\_\_\_  workplace
- 7.43. Identify the characteristics and importance of being self-directed when completing assignments (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  personal                      \_\_\_\_\_  workplace
- 7.44. Demonstrate self-directed behavior when completing school assignments (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary, persevering). (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  personal                      \_\_\_\_\_  workplace
- 7.45. Identify the characteristics and importance of paying attention to details when completing assignments (e.g., stay focused, meet expectations, complete task or project). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  personal                      \_\_\_\_\_  workplace
- 7.46. Demonstrate attentive behavior when completing assignments (e.g., staying on task, not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  personal                      \_\_\_\_\_  workplace

**8. Use functional reading skills required for the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**

CL.C.2.In.5      apply employability skills in the workplace.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 8.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)

**Course Number: 7910100 - Reading: 9-12**

- 8.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, corresponding with co-workers, when taking an appropriate break, or working on a car). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  work hours—starting time, break, time card  
          \_\_\_\_\_  dress code—uniform, grooming  
          \_\_\_\_\_  locations—reception areas, parking, restrooms  
          \_\_\_\_\_  equipment—storage, maintenance, repairs, supplies  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.3. Identify information contained in simple graphics used in the workplace to complete functional tasks (e.g., to build a table, to prepare a report). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  blueprints      \_\_\_\_\_  floor plans      \_\_\_\_\_  diagrams  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.4. Identify the meaning of signs found on workplace equipment, tools, and supplies to complete functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  directions for use and storage      \_\_\_\_\_  repair and maintenance  
          \_\_\_\_\_  safety precautions      \_\_\_\_\_  replacement information  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.5. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, and following instructions). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.6. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking accuracy of correspondence, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)
- 9. Use functional reading skills required for independent living in the community and home (e.g., newspapers, instruction manuals, catalogues).**  
IF.A.1.In.1      complete productive and leisure activities used in the home and community.  
IF.A.2.In.1      select and use community resources and services for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_

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**Course Number: 7910100 - Reading: 9-12**

- 9.1. Demonstrate functional reading skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  following a recipe  
\_\_\_\_\_  using information found on clothing labels regarding care requirements  
\_\_\_\_\_  using advertisements to select needed furniture, appliances, and personal goods  
\_\_\_\_\_  observing safety information and warning precautions  
\_\_\_\_\_  storing product manuals and warranties in one location  
\_\_\_\_\_  using information on product tags, labels, or information booklets when caring for furniture, appliances, and personal goods  
\_\_\_\_\_  other: \_\_\_\_\_
- 9.2. Demonstrate functional reading skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  learning and obeying local, state, and federal laws  
\_\_\_\_\_  identifying events and resources  
\_\_\_\_\_  other: \_\_\_\_\_
- 9.3. Demonstrate functional reading skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  identifying the location and price of events, e.g., musical performances—concerts, dance performances; theatre and plays; celebrations—holidays, parades, festivals  
\_\_\_\_\_  learning about the rules of a game or sport  
\_\_\_\_\_  obtaining information about a hobby or collection or other leisure interest  
\_\_\_\_\_  other: \_\_\_\_\_
- 9.4. Demonstrate functional reading skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  communicating with others—using mail, telephone, e-mail  
\_\_\_\_\_  using schedules for public transportation  
\_\_\_\_\_  obtaining personal services—haircut, cleaning  
\_\_\_\_\_  shopping for personal items, food, clothing  
\_\_\_\_\_  obtaining emergency services—911, police, fire department  
\_\_\_\_\_  other: \_\_\_\_\_
- 9.5. Identify sources of written information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)
- 9.6. Use information in the newspaper to complete functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  headlines \_\_\_\_\_  local news \_\_\_\_\_  sports  
\_\_\_\_\_  recreational activities \_\_\_\_\_  special features \_\_\_\_\_  comics  
\_\_\_\_\_  advertisements \_\_\_\_\_  classified ads  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7910100 - Reading: 9-12**

- 9.7. Use advertisements in newspapers, store handouts, and posters to carry out personal care and productive and leisure activities (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.8. Use personal care information in magazines or newspapers to carry out functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to carry out functional tasks (e.g., reading for personal interest, reading about a play before it is seen, learning how to clean a house). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.10. Use information found in newspapers or magazines regarding community activities and resources (e.g., community festivals, fairs, library events, speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.11. Use information on packaged food products, medicines, and cleaning products appropriately to carry out functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify:  storage       warning labels       dosage  
 instructions       other: \_\_\_\_\_

**10. Determine personal preferences for types of reading as a leisure activity.**

IF.A.1.In.1      complete productive and leisure activities used in the home and community.

Indicate guidance and support necessary for mastery at supported level:

physical prompt       verbal prompt       visual prompt  
 assistive technology       supervision       other: \_\_\_\_\_

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**10.1. Identify types of reading used by individuals for leisure activities.**

(IF.A.1.In.1, IF.A.1.Su.1)

Specify:  newspapers and magazines  
 fiction—mystery, adventure, romance  
 nonfiction—biographical, scientific, historical  
 other: \_\_\_\_\_

**10.2. Identify appropriate times for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)**

**10.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)**

**10.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after-school programs, camps, YMCA, community centers, libraries, book departments in stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)**

**Course Number: 7910100 - Reading: 9-12**

- 10.5. Identify favorite stories or movies available in book form. (IF.A.1.In.1, IF.A.1.Su.1)
- 10.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)
- 10.7. Identify types of stories, plays, or poems that provide personal enjoyment.  
(IF.A.1.In.1, IF.A.1.Su.1)
- 10.8. Read materials to gain information about preferred leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)