

2016-2017  
Florida Course  
Descriptions for  
Grades PK-12,  
Exceptional Student  
Education



# Art: K-5 (#7701010)

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<b>Course Number:</b> 7701010	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ART: K-5
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

Art K – 5 is an access course which is intended only for students with significant cognitive disabilities. 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.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

GRADE: K

### Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

#### BENCHMARK CODE BENCHMARK

VA.K.C.1.1 Create and share personal works of art with others.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.K.C.1.In.a Create personal works of art.

**Supported**

VA.K.C.1.Su.a Explore images and media for artwork.

**Participatory**

VA.K.C.1.Pa.a Attend to images and media for artwork.

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

**BENCHMARK CODE BENCHMARK**

VA.K.C.2.1 Describe personal choices made in the creation of artwork.

VA.K.C.2.2 Identify media used by self or peers.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.K.C.2.In.a Create personal works of art.

**Supported**

VA.K.C.2.Su.a Explore images and media for artwork.

**Participatory**

VA.K.C.2.Pa.a Attend to images and media for artwork.

**Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**BENCHMARK CODE BENCHMARK**

VA.K.S.1.1 Explore art processes and media to produce artworks.

VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.K.S.1.In.a Recognize basic art processes and media.

VA.K.S.1.In.b Create artwork that communicates awareness of self.

**Supported**

VA.K.S.1.Su.a Explore basic art processes and media.

VA.K.S.1.Su.b Explore ideas and images for artwork.

**Participatory**

VA.K.S.1.Pa.a Attend to basic art processes and media.

VA.K.S.1.Pa.b Attend to images for artwork.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**BENCHMARK CODE BENCHMARK**

VA.K.S.3.1 Develop artistic skills through the repeated use of tools, processes, and media.

VA.K.S.3.2 Practice skills to develop craftsmanship.

VA.K.S.3.3 Handle art tools and media safely in the art room.

Access Point for Students with Significant Cognitive Disabilities

**Independent**

VA.K.S.3.In.a Explore a variety of visual art tools and media.

**Supported**

VA.K.S.3.Su.a Explore a variety of visual art media.

**Participatory**

VA.K.S.3.Pa.a Attend to a variety of visual art media.

**Big Idea: ORGANIZATIONAL STRUCTURE**

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**BENCHMARK CODE BENCHMARK**

VA.K.O.1.1 Explore the placement of the structural elements of art in personal works of art.

Access Point for Students with Significant Cognitive Disabilities

**Independent**

VA.K.O.1.In.a Explore basic structural elements of art.

**Supported**

VA.K.O.1.Su.a Explore a variety of visual art.

**Participatory**

VA.K.O.1.Pa.a Attend to a variety of visual art.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**BENCHMARK CODE BENCHMARK**

VA.K.O.2.1 Generate ideas and images for artworks based on memory, imagination, and experiences.

Access Point for Students with Significant Cognitive Disabilities

**Independent**

VA.K.O.2.In.a Generate ideas and images for artwork that communicate awareness of self.

**Supported**

VA.K.O.2.Su.a Explore ideas and images for artwork.

**Participatory**

VA.K.O.2.Pa.a Attend to images for artwork.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**BENCHMARK CODE BENCHMARK**

VA.K.O.3.1 Create works of art to document experiences of self and community.

Access Point for Students with Significant Cognitive Disabilities

**Independent**

VA.K.O.3.In.a Recognize and use structural elements of art.

**Supported**

VA.K.O.3.Su.a Explore basic structural elements of art.

**Participatory**

VA.K.O.3.Pa.a Attend to basic structural elements of art.

**Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**BENCHMARK CODE    BENCHMARK**

VA.K.H.1.1 Describe art from selected cultures and places.

VA.K.H.1.2 Follow directions for suitable behavior in an art audience.

VA.K.H.1.3 Explain how art-making can help people express ideas and feelings.

Access Point for Students with Significant Cognitive Disabilities

**Independent**

VA.K.H.1.In.a Respond to visual art from selected cultures and places.

VA.K.H.1.In.b Demonstrate awareness of appropriate audience etiquette.

VA.K.H.1.In.c Respond to a variety of visual art.

**Supported**

VA.K.H.1.Su.a Explore visual art from selected cultures and places.

VA.K.H.1.Su.b Attend respectfully to artwork of others.

VA.K.H.1.Su.c Explore a variety of visual art.

**Participatory**

VA.K.H.1.Pa.a Attend to visual art in activities and environments.

VA.K.H.1.Pa.b Attend respectfully to the artwork of others.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**BENCHMARK CODE    BENCHMARK**

VA.K.H.2.1 Compare selected artworks from various cultures to find differences and similarities.

VA.K.H.2.2 Explore everyday objects that have been designed and created by artists.

VA.K.H.2.3 Describe where artwork is displayed in school or other places.

#### **Access Point for Students with Significant Cognitive Disabilities**

##### **Independent**

VA.K.H.2.In.a Respond to the visual art of diverse cultures and historical periods.

VA.K.H.2.In.b Explore visual art in common activities and environments.

##### **Supported**

VA.K.H.2.Su.a Explore the visual art of diverse cultures and historical periods.

VA.K.H.2.Su.b Attend to visual art in common activities and environments.

##### **Participatory**

VA.K.H.2.Pa.a Attend to visual art in activities and environments.

VA.K.H.2.Pa.b Attend to a variety of visual art.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

#### **BENCHMARK CODE      BENCHMARK**

VA.K.H.3.1 Express ideas related to non-art content areas through personal artworks.

#### **Access Point for Students with Significant Cognitive Disabilities**

##### **Independent**

VA.K.H.3.In.a Explore different representations of familiar themes in visual art.

##### **Supported**

VA.K.H.3.Su.a Respond to visual art representations of familiar themes.

##### **Participatory**

VA.K.H.3.Pa.a Attend to visual art.

#### **Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**BENCHMARK CODE    BENCHMARK**

VA.K.F.1.1 Experiment with art media for personal satisfaction and perceptual awareness.

VA.K.F.1.2 Identify real and imaginary subject matter in works of art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.K.F.1.In.a Explore visual art tools and media.

VA.K.F.1.In.b Re-create basic shapes.

**Supported**

VA.K.F.1.Su.a Explore visual art media.

VA.K.F.1.Su.b Explore basic shapes.

**Participatory**

VA.K.F.1.Pa.a Explore sensory stimulation related to visual art.

VA.K.F.1.Pa.b Attend to basic shapes.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

**BENCHMARK CODE    BENCHMARK**

VA.K.F.2.1 Describe where art ideas or products can be found in stores.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.K.F.2.In.a Recognize visual art in the environment.

**Supported**

VA.K.F.2.Su.a Attend to visual art in the environment.

**Participatory**

VA.K.F.2.Pa.a Attend to sensory stimulation related to visual art.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**BENCHMARK CODE    BENCHMARK**

VA.K.F.3.1 Create artwork that communicates an awareness of self as part of the community.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.K.F.3.In.a Use a variety of visual art media to create artwork that communicates awareness of self.

**Supported**

VA.K.F.3.Su.a Explore a variety of visual art media.

**Participatory**

VA.K.F.3.Pa.a Attend to a variety of visual art media.

**GRADE: 1**

**Big Idea: CRITICAL THINKING AND REFLECTION**

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**BENCHMARK CODE    BENCHMARK**

VA.1.C.1.1 Create and discuss works of art that convey personal interests.

VA.1.C.1.2 Gather clues to help interpret and reflect on works of art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.C.1.In.a Create visual imagery and symbols to convey personal interests.

**Supported**

VA.1.C.1.Su.a Explore visual or tactile imagery and symbols that convey personal interest.

**Participatory**

VA.1.C.1.Pa.a Attend to visual or tactile imagery and symbols that convey personal interest.

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

**BENCHMARK CODE    BENCHMARK**

VA.1.C.2.1 Describe visual imagery used to complete artwork.

VA.1.C.2.2 Use various media or techniques to learn how changes affect the completed artwork.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.C.2.In.a Create visual imagery and symbols to complete artwork.

VA.1.C.2.In.b Use various media or techniques to create artwork.

**Supported**

VA.1.C.2.Su.a Explore visual imagery and symbols in artwork.

VA.1.C.2.Su.b Explore various media or techniques used to create artwork.

**Participatory**

VA.1.C.2.Pa.a Attend to visual or tactile imagery and symbols in artwork.

VA.1.C.2.Pa.b Attend to various media or techniques used to create artwork.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

**BENCHMARK CODE    BENCHMARK**

VA.1.C.3.1 Identify vocabulary that is used in both visual art and other contexts.

VA.1.C.3.2 Distinguish between artwork, utilitarian objects, and objects from nature.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.C.3.In.a Recognize selected vocabulary common to art and other contexts.

VA.1.C.3.In.b Identify the purposes of selected artworks and utilitarian objects.

**Supported**

VA.1.C.3.Su.a Respond to selected vocabulary common to art and other contexts.

VA.1.C.3.Su.b Recognize the function of selected artworks or utilitarian objects.

**Participatory**

VA.1.C.3.Pa.a Attend to selected vocabulary common to art and other contexts.

VA.1.C.3.Pa.b Explore selected artworks and utilitarian objects.

**Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**BENCHMARK CODE    BENCHMARK**

- VA.1.S.1.1 Experiment with art processes and media to express ideas.
- VA.1.S.1.2 Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
- VA.1.S.1.3 Create works of art to tell a personal story.
- VA.1.S.1.4 Use accurate art vocabulary to communicate ideas about art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

- VA.1.S.1.In.a Use a variety of visual art processes and media to express ideas.
- VA.1.S.1.In.b Create works of art to document self-perception.
- VA.1.S.1.In.c Use selected art vocabulary to communicate about art.

**Supported**

- VA.1.S.1.Su.a Explore the use of visual art processes and media.
- VA.1.S.1.Su.b Respond to selected art vocabulary.

**Participatory**

- VA.1.S.1.Pa.a Explore visual art media.
- VA.1.S.1.Pa.b Attend to selected art vocabulary.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**BENCHMARK CODE    BENCHMARK**

- VA.1.S.2.1 Practice correct use of tools with various art media, techniques, and processes.
- VA.1.S.2.2 Describe the steps used in art production.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

- VA.1.S.2.In.a Use a variety of visual art tools and media.

### **Supported**

VA.1.S.2.Su.a Explore the use of visual art tools and media.

### **Participatory**

VA.1.S.2.Pa.a Explore visual art media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

### **BENCHMARK CODE    BENCHMARK**

VA.1.S.3.1 Practice skills and techniques to create with two- and/or three-dimensional media.

VA.1.S.3.2 Discuss the qualities of good craftsmanship.

VA.1.S.3.3 Demonstrate safety procedures for using art tools and materials.

VA.1.S.3.4 Identify and be respectful of artwork that belongs to others and represents their ideas.

### **Access Point for Students with Significant Cognitive Disabilities**

#### **Independent**

VA.1.S.3.In.a Use a variety of visual art tools and media to create works of art.

VA.1.S.3.In.b Imitate the safe use of visual art tools, media, techniques, and/or processes.

#### **Supported**

VA.1.S.3.Su.a Explore visual art tools and media.

#### **Participatory**

VA.1.S.3.Pa.a Explore visual art media.

### **Big Idea: ORGANIZATIONAL STRUCTURE**

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

### **BENCHMARK CODE    BENCHMARK**

VA.1.O.1.1 Identify and use the structural elements of art and organizational principles of design to support artistic development.

### **Access Point for Students with Significant Cognitive Disabilities**

#### **Independent**

VA.1.O.1.In.a Explore the placement of the structural elements of art in personal works of art.

**Supported**

VA.1.O.1.Su.a Explore basic structural elements of art.

**Participatory**

VA.1.O.1.Pa.a Explore a variety of visual art.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**BENCHMARK CODE    BENCHMARK**

VA.1.O.2.1 Create imagery and symbols to express thoughts and feelings.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.O.2.In.a Create imagery and symbols to document self-perception.

**Supported**

VA.1.O.2.Su.a Explore imagery and symbols representing self and environment.

**Participatory**

VA.1.O.2.Pa.a Attend to images and symbols representing self and environment.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**BENCHMARK CODE    BENCHMARK**

VA.1.O.3.1 Use personal symbols in artwork to document surroundings and community.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.O.3.In.a Create works of art to document self-perception.

**Supported**

VA.1.O.3.Su.a Explore basic tools and media.

**Participatory**

VA.1.O.3.Pa.a Explore structural elements of art.

**Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**BENCHMARK CODE    BENCHMARK**

VA.1.H.1.1 Discuss how different works of art communicate information about a particular culture.

VA.1.H.1.2 Discuss suitable behavior expected of audience members.

VA.1.H.1.3 Describe ways in which artists use their work to share knowledge and life experiences.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.H.1.In.a Recognize that visual art communicates information.

VA.1.H.1.In.b Follow directions for suitable behavior in an art audience.

**Supported**

VA.1.H.1.Su.a Respond to visual art from selected cultures and places.

VA.1.H.1.Su.b Respond respectfully to the artwork of others.

**Participatory**

VA.1.H.1.Pa.a Explore a variety of visual art.

VA.1.H.1.Pa.b Attend respectfully to the artwork of others.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**BENCHMARK CODE    BENCHMARK**

VA.1.H.2.1 Compare artworks from different cultures, created over time, to identify differences in style and media.

VA.1.H.2.2 Identify objects of art that are used every day for utilitarian purposes.

VA.1.H.2.3 Identify places in which artworks may be viewed by others.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.H.2.In.a Identify the use of visual art in activities and environments.

**Supported**

VA.1.H.2.Su.a Recognize the use of visual art in activities and environments.

**Participatory**

VA.1.H.2.Pa.a Explore a variety of visual art.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**BENCHMARK CODE    BENCHMARK**

VA.1.H.3.1 Identify connections between visual art and other content areas.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.H.3.In.a Recognize the use of patterns, line, or form to replace or enhance specified words or phrases.

**Supported**

VA.1.H.3.Su.a Explore the use of patterns, line, or form to replace or enhance specified words or phrases.

**Participatory**

VA.1.H.3.Pa.a Attend to the use of patterns, line, or form in visual art.

**Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**BENCHMARK CODE    BENCHMARK**

VA.1.F.1.1 Use various art media and real or imaginary choices to create artwork.

VA.1.F.1.2 Identify how classmates solve artistic problems.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.F.1.In.a Re-create familiar shapes and forms.

VA.1.F.1.In.b Contribute to collaborative tasks related to visual art.

**Supported**

VA.1.F.1.Su.a Match basic shapes.

VA.1.F.1.Su.b Explore tasks related to visual art.

**Participatory**

VA.1.F.1.Pa.a Explore basic shapes.

VA.1.F.1.Pa.b Attend to tasks related to visual art.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

**BENCHMARK CODE    BENCHMARK**

VA.1.F.2.1 Explain how artists impact the appearance of items for sale in stores.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.F.2.In.a Recognize that visual art is created by people and is used to attract attention.

**Supported**

VA.1.F.2.Su.a Associate visual art with the environment and products.

**Participatory**

VA.1.F.2.Pa.a Explore sensory stimulation related to visual art in the environment.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**BENCHMARK CODE    BENCHMARK**

VA.1.F.3.1 Describe the use of art to share community information.

VA.1.F.3.2 Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.1.F.3.In.a Identify examples of visual art in the environment.

VA.1.F.3.In.b Follow teacher directions and explore tasks related to visual art.

**Supported**

VA.1.F.3.Su.a Recognize the use of visual art in the environment.

VA.1.F.3.Su.b Follow teacher directions.

**Participatory**

VA.1.F.3.Pa.a Attend to visual art in the environment.

VA.1.F.3.Pa.b Respond to teacher directions.

**GRADE: 2**

**Big Idea: CRITICAL THINKING AND REFLECTION**

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**BENCHMARK CODE    BENCHMARK**

VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression.

VA.2.C.1.2 Reflect on and discuss various possible meanings in works of art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.C.1.In.a Use various media or techniques to communicate personal interests and self-expression.

VA.2.C.1.In.b Identify various possible meanings in works of art.

**Supported**

VA.2.C.1.Su.a Explore various media or techniques to communicate personal interests and self-expression.

VA.2.C.1.Su.b Recognize various features in works of art.

**Participatory**

VA.2.C.1.Pa.a Attend to various media or techniques used to create artwork.

VA.2.C.1.Pa.b Attend to various features in works of art.

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

**BENCHMARK CODE    BENCHMARK**

VA.2.C.2.1 Use appropriate decision-making skills to meet intended artistic objectives.

VA.2.C.2.2 Identify skillful techniques used in works by peers and others.

VA.2.C.2.3 Use suggestions from others to modify the structural elements of art.

## **Access Point for Students with Significant Cognitive Disabilities**

### **Independent**

VA.2.C.2.In.a Use defined criteria to meet intended artistic objectives.

VA.2.C.2.In.b Explore the use of skillful techniques in works by peers and others.

### **Supported**

VA.2.C.2.Su.a Use a teacher-selected criterion to meet intended artistic objectives.

VA.2.C.2.Su.b Explore the use of basic techniques in works by peers and others.

### **Participatory**

VA.2.C.2.Pa.a Explore various media or techniques used to create artwork.

VA.2.C.2.Pa.b Attend to basic techniques in works by peers and others.

VA.2.C.2.Pa.c Explore various structural elements of art.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

## **BENCHMARK CODE BENCHMARK**

VA.2.C.3.1 Use accurate art vocabulary to identify connections among visual art and other contexts. VA.2.C.3.2 Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.

## **Access Point for Students with Significant Cognitive Disabilities**

### **Independent**

VA.2.C.3.In.a Use selected vocabulary common to art and other contexts.

VA.2.C.3.In.b Identify similarities and differences between artworks and utilitarian objects.

### **Supported**

VA.2.C.3.Su.a Respond to selected vocabulary common to art and other contexts.

VA.2.C.3.Su.b Recognize the function of a variety of artworks and utilitarian objects.

### **Participatory**

VA.2.C.3.Pa.a Attend to selected vocabulary common to art and other contexts.

VA.2.C.3.Pa.b Explore a variety of visual art and utilitarian objects.

## **Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**BENCHMARK CODE    BENCHMARK**

VA.2.S.1.1 Experiment with tools and techniques as part of art-making processes.

VA.2.S.1.2 Use diverse resources to inspire expression of personal ideas and experiences in works of art.

VA.2.S.1.3 Explore art from different time periods and cultures as sources for inspiration.

VA.2.S.1.4 Use accurate art vocabulary to discuss art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.S.1.In.a Explore the use of art tools, processes, and media.

VA.2.S.1.In.b Produce artwork influenced by personal decisions and ideas.

VA.2.S.1.In.c Use art vocabulary to communicate about art and the art-making process.

**Supported**

VA.2.S.1.Su.a Recognize basic art tools, processes, and media.

VA.2.S.1.Su.b Create artwork that communicates awareness of self.

VA.2.S.1.Su.c Respond to selected art vocabulary to communicate about art.

**Participatory**

VA.2.S.1.Pa.a Attend to basic art tools, processes, and media.

VA.2.S.1.Pa.b Explore ideas and images for artwork.

VA.2.S.1.Pa.c Respond to selected art vocabulary.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**BENCHMARK CODE    BENCHMARK**

VA.2.S.2.1 Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.

VA.2.S.2.2 Follow sequential procedures focused on art production.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.S.2.In.a Develop artistic skills through the repeated use of tools, processes, and media.

**Supported**

VA.2.S.2.Su.a Recognize basic art tools, processes, and media.

### **Participatory**

VA.2.S.2.Pa.a Explore basic art tools, processes, and media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

### **BENCHMARK CODE    BENCHMARK**

VA.2.S.3.1 Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

VA.2.S.3.2 Demonstrate growth in craftsmanship through purposeful practice.

VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.

VA.2.S.3.4 Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

### **Access Point for Students with Significant Cognitive Disabilities**

#### **Independent**

VA.2.S.3.In.a Practice skills and techniques to create with two- and three-dimensional media.

VA.2.S.3.In.b Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.

VA.2.S.3.In.c Identify artwork that belongs to others and represents their ideas.

#### **Supported**

VA.2.S.3.Su.a Manipulate a variety of visual art tools and media.

VA.2.S.3.Su.b Demonstrate the safe use of selected visual art tools, media, techniques, or processes.

### **Participatory**

VA.2.S.3.Pa.a Explore a variety of visual art tools and media.

### **Big Idea: ORGANIZATIONAL STRUCTURE**

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

### **BENCHMARK CODE    BENCHMARK**

VA.2.O.1.1 Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

Access Point for Students with Significant Cognitive Disabilities

#### **Independent**

VA.2.O.1.In.a Use structural elements of art in personal works of art.

**Supported**

VA.2.O.1.Su.a Recognize basic structural elements of art.

**Participatory**

VA.2.O.1.Pa.a Explore selected structural elements of art.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**BENCHMARK CODE    BENCHMARK**

VA.2.O.2.1 Use personal experience to convey meaning or purpose in creating artworks.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.O.2.In.a Generate ideas and images for artworks based on personal experience.

**Supported**

VA.2.O.2.Su.a Create imagery and symbols to document self-perception.

**Participatory**

VA.2.O.2.Pa.a Explore images and symbols representing self and environment.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**BENCHMARK CODE    BENCHMARK**

VA.2.O.3.1 Create personally meaningful works of art to document and explain ideas about local and global communities.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.O.3.In.a Create works of art to document experiences of self and community.

**Supported**

VA.2.O.3.Su.a Recognize and use structural elements of visual art.

**Participatory**

VA.2.O.3.Pa.a Recognize a structural element of art.

**Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**BENCHMARK CODE    BENCHMARK**

VA.2.H.1.1 Identify examples in which artists have created works based on cultural and life experiences.

VA.2.H.1.2 Distinguish between appropriate and inappropriate audience behavior.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.H.1.In.a Recognize similar themes in visual art from a variety of cultures and times.

VA.2.H.1.In.b Practice specified procedures and audience etiquette.

**Supported**

VA.2.H.1.Su.a Recognize that visual art communicates information about culture or times.

VA.2.H.1.Su.b Imitate a specified element of audience etiquette to respond to artworks.

**Participatory**

VA.2.H.1.Pa.a Explore visual art from a variety of cultures and times.

VA.2.H.1.Pa.b Respond to artwork.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**BENCHMARK CODE    BENCHMARK**

VA.2.H.2.1 Identify differences or similarities in artworks across time and culture.

VA.2.H.2.2 Identify objects from everyday life that have been designed and created using artistic skills.

VA.2.H.2.3 Identify the physical features or characteristics of artworks displayed in the community.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.H.2.In.a Recognize differences or similarities in artworks across time and culture.

VA.2.H.2.In.b Identify the use of visual art in daily life.

**Supported**

VA.2.H.2.Su.a Respond to the visual art of diverse cultures and historical periods.

VA.2.H.2.Su.b Connect visual art examples with their function.

**Participatory**

VA.2.H.2.Pa.a Explore the visual art of diverse cultures and historical periods.

VA.2.H.2.Pa.b Associate a visual art example with its function.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**BENCHMARK CODE    BENCHMARK**

VA.2.H.3.1 Describe connections made between creating with art ideas and creating with information from other content areas.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.H.3.In.a Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.

**Supported**

VA.2.H.3.Su.a Explore the use of pattern, line, and form found in visual art with other teacher-selected contexts.

**Participatory**

VA.2.H.3.Pa.a Explore the use of patterns, line, or form in visual art.

**Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**BENCHMARK CODE    BENCHMARK**

VA.2.F.1.1 Use imagination to create unique artwork incorporating personal ideas and selected media.

VA.2.F.1.2 Explore the advantages of having multiple solutions to solve an artistic problem.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.F.1.In.a Create, interpret, or respond to visual art using a variety of media.

**Supported**

VA.2.F.1.Su.a Explore and use a variety of visual art media.

**Participatory**

VA.2.F.1.Pa.a Explore a variety of visual art media.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

**BENCHMARK CODE    BENCHMARK**

VA.2.F.2.1 Identify work created by artists and designers.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.F.2.In.a Identify selected forms of visual art.

**Supported**

VA.2.F.2.Su.a Recognize a selected form of visual art.

**Participatory**

VA.2.F.2.Pa.a Respond to visual art in the environment.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**BENCHMARK CODE    BENCHMARK**

VA.2.F.3.1 Describe the use of art to promote events within the school or community.

VA.2.F.3.2 Work with peers to complete a task in art.

VA.2.F.3.3 Use time effectively while focused on art production to show early development of 21st-century skills.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.2.F.3.In.a Recognize the purpose of visual art in the community.

VA.2.F.3.In.b Complete one or more steps related to collaborative visual art projects.

**Supported**

VA.2.F.3.Su.a Recognize that visual art is part of a variety of environments.

VA.2.F.3.Su.b Contribute to collaborative tasks related to visual art.

### **Participatory**

VA.2.F.3.Pa.a Respond to visual art in the environment.

VA.2.F.3.Pa.b Explore tasks related to visual art.

## **GRADE: 3**

### **Big Idea: CRITICAL THINKING AND REFLECTION**

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

#### **BENCHMARK CODE    BENCHMARK**

VA.3.C.1.1 Use the art-making process to develop ideas for self-expression.

VA.3.C.1.2 Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

#### **Access Point for Students with Significant Cognitive Disabilities**

##### **Independent**

VA.3.C.1.In.a Experiment with the art-making process to develop ideas for self-expression.

VA.3.C.1.In.b Identify selected visual or tactile characteristics of artworks.

##### **Supported**

VA.3.C.1.Su.a Explore the art-making process to communicate personal interests.

VA.3.C.1.Su.b Recognize selected visual or tactile characteristics of artworks.

##### **Participatory**

VA.3.C.1.Pa.a Explore the art-making process.

VA.3.C.1.Pa.b Recognize a selected visual or tactile characteristic of artworks.

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

#### **BENCHMARK CODE    BENCHMARK**

VA.3.C.2.1 Assess personal artworks for completeness and success in meeting intended objectives.

VA.3.C.2.2 Compare techniques used by peers and established artists as a basis for improving one's own work.

VA.3.C.2.3 Use constructive criticism to improve artwork.

#### **Access Point for Students with Significant Cognitive Disabilities**

##### **Independent**

VA.3.C.2.In.a Use a defined criterion to assess and revise personal artworks.

VA.3.C.2.In.b Use various techniques to learn how changes affect the completed artwork.

##### **Supported**

VA.3.C.2.Su.a Use a teacher-selected criterion to assess and revise personal artworks.

VA.3.C.2.Su.b Use various techniques to create artwork.

##### **Participatory**

VA.3.C.2.Pa.a Use a teacher-selected criterion to assess personal artworks.

VA.3.C.2.Pa.b Explore various techniques used to create artwork.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

#### **BENCHMARK CODE    BENCHMARK**

VA.3.C.3.1 Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.

VA.3.C.3.2 Describe the connections between visual art and other contexts through observation and art criticism.

VA.3.C.3.3 Explain the similarities and differences between artworks and utilitarian objects.

#### **Access Point for Students with Significant Cognitive Disabilities**

##### **Independent**

VA.3.C.3.In.a Critique a variety of familiar visual art using defined criteria.

VA.3.C.3.In.b Identify vocabulary that is used in both visual art and other contexts.

VA.3.C.3.In.c Describe the purposes of artworks and utilitarian objects.

##### **Supported**

VA.3.C.3.Su.a Critique a variety of familiar visual art using a teacher-selected criterion.

VA.3.C.3.Su.b Recognize selected vocabulary common to art and other

VA.3.C.3.Su.c Identify the functions of artworks and utilitarian objects.

##### **Participatory**

VA.3.C.3.Pa.a Select preferred, familiar visual art products.

VA.3.C.3.Pa.b Respond to selected vocabulary common to art and other contexts.

VA.3.C.3.Pa.c Recognize the function of selected artworks or utilitarian objects.

**Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**BENCHMARK CODE BENCHMARK**

VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks.

VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results.

VA.3.S.1.3 Incorporate ideas from art exemplars for specified time periods and cultures.

VA.3.S.1.4 Choose accurate art vocabulary to describe works of art and art processes.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.S.1.In.a Experiment with art tools and media to express ideas.

VA.3.S.1.In.b Explore diverse resources to inspire artistic expression and achieve varied results.

VA.3.S.1.In.c Use accurate art vocabulary to communicate ideas about art.

**Supported**

VA.3.S.1.Su.a Explore a variety of visual art tools and media to express ideas.

VA.3.S.1.Su.b Use art vocabulary to communicate ideas about art.

**Participatory**

VA.3.S.1.Pa.a Explore the use of visual art tools and media.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**BENCHMARK CODE BENCHMARK**

VA.3.S.2.1 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

VA.3.S.2.2 Follow procedures, focusing on the art-making process.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.S.2.In.a Follow sequential procedures and techniques to achieve an artistic goal.

**Supported**

VA.3.S.2.Su.a Use a variety of visual art tools and media.

**Participatory**

VA.3.S.2.Pa.a Explore the use of visual art tools and media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**BENCHMARK CODE    BENCHMARK**

VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three dimensional artworks.

VA.3.S.3.2 Develop craftsmanship skills through repeated practice.

VA.3.S.3.3 Work within safety guidelines while using tools, media, techniques, and processes.

VA.3.S.3.4 Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.S.3.In.a Develop two- and three-dimensional skills by using various tools, media, techniques, and processes to create art.

VA.3.S.3.In.b Demonstrate safety procedures for using art tools and materials.

VA.3.S.3.In.c Recognize the difference between one's own ideas and those of others.

**Supported**

VA.3.S.3.Su.a Use a variety of visual art tools and media to create works of art.

VA.3.S.3.Su.b Imitate the safe use of art tools and materials.

**Participatory**

VA.3.S.3.Pa.a Manipulate selected visual art tools and media.

**Big Idea: ORGANIZATIONAL STRUCTURE**

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**BENCHMARK CODE    BENCHMARK**

VA.3.O.1.1 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.O.1.In.a Explore the structural elements of art and organizational principles of design to support artistic development.

**Supported**

VA.3.O.1.Su.a Explore the placement of the structural elements of art in personal works of art.

**Participatory**

VA.3.O.1.Pa.a Explore structural elements of art.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**BENCHMARK CODE BENCHMARK**

VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.O.2.In.a Create imagery and symbols to express thoughts and feelings.

**Supported**

VA.3.O.2.Su.a Generate ideas and images for artwork that communicate personal experience.

**Participatory**

VA.3.O.2.Pa.a Explore images representing personal experience.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**BENCHMARK CODE BENCHMARK**

VA.3.O.3.1 Use symbols, visual language, and/or written language to document self or others.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.O.3.In.a Use personal symbols in artwork to document surroundings and community.

**Supported**

VA.3.O.3.Su.a Create works of art to document self-perception.

### **Participatory**

VA.3.O.3.Pa.a Explore basic tools and media.

### **Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

#### **BENCHMARK CODE    BENCHMARK**

VA.3.H.1.1 Describe cultural similarities and differences in works of art.

VA.3.H.1.2 Describe the importance of displaying suitable behavior as part of an art audience.

VA.3.H.1.3 Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

#### **Access Point for Students with Significant Cognitive Disabilities**

### **Independent**

VA.3.H.1.In.a Identify common characteristics in works of art from selected cultures and times.

VA.3.H.1.In.b Identify reasons for respecting the work of others.

### **Supported**

VA.3.H.1.Su.a Recognize common characteristics in works of art from selected cultures and times.

VA.3.H.1.Su.b Follow directions for suitable behavior in an art audience.

### **Participatory**

VA.3.H.1.Pa.a Recognize a common characteristic in selected works of art.

VA.3.H.1.Pa.b Respond respectfully to the artwork of others.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

#### **BENCHMARK CODE    BENCHMARK**

VA.3.H.2.1 Compare differences or similarities in artworks across time and culture.

VA.3.H.2.2 Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing.

#### **Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.H.2.In.a Identify common characteristics in artworks across time and culture.

VA.3.H.2.In.b Identify common uses of visual art.

**Supported**

VA.3.H.2.Su.a Recognize common characteristics in artworks across time and culture.

VA.3.H.2.Su.b Recognize the function of visual art in a variety of activities and environments.

**Participatory**

VA.3.H.2.Pa.a Recognize a common characteristic in selected artworks.

VA.3.H.2.Pa.b Recognize a function of visual art in activities or environments.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**BENCHMARK CODE BENCHMARK**

VA.3.H.3.1 Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.H.3.In.a Connect the use of pattern, line, and form found in visual art with other teachers elected contexts.

**Supported**

VA.3.H.3.Su.a Recognize the use of pattern, line, and form found in visual art with other teacher selected contexts.

**Participatory**

VA.3.H.3.Pa.a Recognize a pattern in visual art.

**Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**BENCHMARK CODE BENCHMARK**

VA.3.F.1.1 Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

VA.3.F.1.2 Explore the effects and merits of different solutions to solve an artistic problem.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.F.1.In.a Create, interpret, and respond to visual art using a variety of media.

**Supported**

VA.3.F.1.Su.a Create, interpret, or respond to visual art using a variety of media.

**Participatory**

VA.3.F.1.Pa.a Explore and use a variety of visual art media.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

**BENCHMARK CODE    BENCHMARK**

VA.3.F.2.1 Identify places where artists or designers have made an impact on the community.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.F.2.In.a Identify one or more community opportunities in or related to visual art for employment or leisure.

**Supported**

VA.3.F.2.Su.a Identify a community opportunity to participate in activities related to visual art.

**Participatory**

VA.3.F.2.Pa.a Select preferred visual art activities.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**BENCHMARK CODE    BENCHMARK**

VA.3.F.3.1 Create artwork that communicates an awareness of events within the community.

VA.3.F.3.2 Collaborate to complete a task in art.

VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.3.F.3.In.a Create, interpret, and respond to visual art using a variety of media.

VA.3.F.3.In.b Sequence two or more steps

**Supported**

VA.3.F.3.Su.a Create, interpret, or respond to visual art using a variety of media.

VA.3.F.3.Su.b Complete one or more steps

**Participatory**

VA.3.F.3.Pa.a Explore and use a variety of visual art media.

VA.3.F.3.Pa.b Contribute to individual or collaborative visual art projects.

**GRADE: 4****Big Idea: CRITICAL THINKING AND REFLECTION**

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**BENCHMARK CODE    BENCHMARK**

VA.4.C.1.1 Integrate ideas during the art-making process to convey meaning in personal works of art.

VA.4.C.1.2 Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

**Access Point for Students with Significant Cognitive Disabilities****Independent**

VA.4.C.1.In.a Use the art-making process to communicate personal interests and self-expression.

VA.4.C.1.In.b Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.

**Supported**

VA.4.C.1.Su.a Use various media or techniques to communicate personal interests and self-expression.

VA.4.C.1.Su.b Identify selected visual or tactile characteristics of artworks.

**Participatory**

VA.4.C.1.Pa.a Explore various media or techniques to communicate personal interests and self-expression.

VA.4.C.1.Pa.b Recognize selected visual or tactile characteristics of artworks.

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

**BENCHMARK CODE    BENCHMARK**

VA.4.C.2.1 Revise artworks to meet established criteria.

VA.4.C.2.2 Use various resources to generate ideas for growth in personal works.

VA.4.C.2.3 Develop and support ideas from various resources to create unique artworks.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.C.2.In.a Use defined criteria to revise artworks.

VA.4.C.2.In.b Identify characteristics that make visual art appealing.

VA.4.C.2.In.c Explore various resources to generate ideas for unique artworks.

**Supported**

VA.4.C.2.Su.a Use a teacher-selected criterion to revise artworks.

VA.4.C.2.Su.b Recognize characteristics that make visual art appealing.

**Participatory**

VA.4.C.2.Pa.a Use a teacher-selected criterion to create artworks.

VA.4.C.2.Pa.b Select a characteristic that makes visual art appealing.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

**BENCHMARK CODE    BENCHMARK**

VA.4.C.3.1 Use accurate art vocabulary when analyzing works of art.

VA.4.C.3.2 Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.

VA.4.C.3.3 Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.C.3.In.a Use selected vocabulary and symbols unique to visual art to communicate and document ideas.

VA.4.C.3.In.b Compare artworks with utilitarian objects and describe how they are the same and different.

VA.4.C.3.In.c Identify similarities between the art-making process and other disciplines.

**Supported**

VA.4.C.3.Su.a Identify selected vocabulary and symbols unique to visual art to communicate and document ideas.

VA.4.C.3.Su.b Identify similarities and differences between artworks and utilitarian objects.

VA.4.C.3.Su.c Recognize a similarity between the art-making process and another discipline.

### **Participatory**

VA.4.C.3.Pa.a Recognize selected vocabulary and symbols unique to visual art to communicate and document ideas.

VA.4.C.3.Pa.b Recognize the functions of a variety of artworks and utilitarian objects.

VA.4.C.3.Pa.c Respond to selected vocabulary common to art and other contexts.

### **Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

#### **BENCHMARK CODE    BENCHMARK**

VA.4.S.1.1 Manipulate tools and materials to achieve diverse effects in personal works of art.

VA.4.S.1.2 Explore and use media, technology, and other art resources to express ideas visually.

VA.4.S.1.3 Create artworks that integrate ideas from culture or history.

VA.4.S.1.4 Use accurate art vocabulary to discuss works of art and the creative process.

#### **Access Point for Students with Significant Cognitive Disabilities**

##### **Independent**

VA.4.S.1.In.a Experiment with tools and techniques as part of the art-making process.

VA.4.S.1.In.b Explore art from different time periods and cultures as sources for inspiration.

VA.4.S.1.In.c Use accurate art vocabulary to discuss art and the art-making process.

##### **Supported**

VA.4.S.1.Su.a Produce artwork influenced by personal decisions and ideas.

VA.4.S.1.Su.b Use art vocabulary to communicate about art and the art-making process.

##### **Participatory**

VA.4.S.1.Pa.a Recognize basic art tools, processes, and media.

VA.4.S.1.Pa.b Create artwork that communicates awareness of self.

VA.4.S.1.Pa.c Respond to selected art vocabulary to communicate about art.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

#### **BENCHMARK CODE BENCHMARK**

VA.4.S.2.1 Organize the structural elements of art to achieve an artistic objective.

VA.4.S.2.2 Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.S.2.In.a Re-create the organization of selected structural elements of art.

**Supported**

VA.4.S.2.Su.a Re-create structural elements in works of art.

**Participatory**

VA.4.S.2.Pa.a Recognize basic art tools, processes, and media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**BENCHMARK CODE BENCHMARK**

VA.4.S.3.1 Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

VA.4.S.3.2 Plan and produce art through ongoing practice of skills and techniques.

VA.4.S.3.3 Follow procedures for using tools, media, techniques, and processes safely and responsibly.

VA.4.S.3.4 Discuss the importance of copyright law in regard to the creation and production of art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.S.3.In.a Manipulate two- and three dimensional art materials and refine techniques to create personal works.

VA.4.S.3.In.b Follow directions for safety procedures and explain their importance in the art room.

VA.4.S.3.In.c Recognize that plagiarism is illegal and applies to works of art.

**Supported**

VA.4.S.3.Su.a Practice skills and techniques to create with two- and three dimensional media.

VA.4.S.3.Su.b Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.

VA.4.S.3.Su.c Identify artwork that belongs to others and represents their ideas.

**Participatory**

VA.4.S.3.Pa.a Manipulate selected two- and three-dimensional visual art tools and media.

VA.4.S.3.Pa.b Demonstrate the safe use of selected visual art tools and media.

**Big Idea: ORGANIZATIONAL STRUCTURE**

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**BENCHMARK CODE    BENCHMARK**

VA.4.O.1.1 Use the structural elements of art and organizational principles of design to understand the art-making process.

VA.4.O.1.2 Identify the structural elements of art used to unite an artistic composition.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.O.1.In.a Use the structural elements of art and organizational principles of design in personal works of art.

VA.4.O.1.In.b Recognize selected structural elements of art used to unite an artistic composition.

**Supported**

VA.4.O.1.Su.a Use structural elements of art in personal works of art.

**Participatory**

VA.4.O.1.Pa.a Recognize structural elements of art.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**BENCHMARK CODE    BENCHMARK**

VA.4.O.2.1 Use a variety of resources and art skills to overcome visual challenges in personal artworks.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.O.2.In.a Identify and use the structural elements of art to create and respond to artworks.

**Supported**

VA.4.O.2.Su.a Recognize and use selected structural elements of art and organizational principles of design to create and respond to artworks.

**Participatory**

VA.4.O.2.Pa.a Use a teacher selected structural element of art.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**BENCHMARK CODE    BENCHMARK**

VA.4.O.3.1 Apply meaning and relevance to document self or others visually in artwork.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.O.3.In.a Create personally meaningful works of art to document and explain ideas.

**Supported**

VA.4.O.3.Su.a Create works of art to document experiences of self and community.

**Participatory**

VA.4.O.3.Pa.a Recognize and use structural elements of art.

**Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**BENCHMARK CODE    BENCHMARK**

VA.4.H.1.1 Identify historical and cultural influences that have inspired artists to produce works of art.

VA.4.H.1.2 Identify suitable behavior for various art venues and events.

VA.4.H.1.3 Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.

VA.4.H.1.4 Identify and practice ways of showing respect for one's own and others' personal works of art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.H.1.In.a Identify ideas important to people, groups, cultures, or time periods that are reflected in their artworks.

VA.4.H.1.In.b Identify and practice specified procedures and etiquette as part of an art audience.

**Supported**

VA.4.H.1.Su.a Recognize similar themes in visual art from a variety of cultures and times.

VA.4.H.1.Su.b Practice specified procedures and etiquette as part of an art audience.

**Participatory**

VA.4.H.1.Pa.a Identify common characteristics in works of art from a selected culture.

VA.4.H.1.Pa.b Practice a specified element of audience etiquette as part of an art audience.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**BENCHMARK CODE    BENCHMARK**

VA.4.H.2.1 Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.

VA.4.H.2.2 Identify differences between artworks and utilitarian objects.

VA.4.H.2.3 Identify reasons to display artwork in public places.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.H.2.In.a Identify structural elements of art and organizational principles of design to create and respond to artworks.

VA.4.H.2.In.b Identify the physical features or characteristics of artworks displayed in the community.

**Supported**

VA.4.H.2.Su.a Identify selected structural elements of art to create and respond to artworks.

VA.4.H.2.Su.b Identify the use of visual art in daily life.

**Participatory**

VA.4.H.2.Pa.a Recognize a selected structural element of art or organizational principle of design.

VA.4.H.2.Pa.b Connect visual art examples with their functions.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**BENCHMARK CODE    BENCHMARK**

VA.4.H.3.1 Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.H.3.In.a Compare the use of pattern, line, and form found in visual art with other teacher selected contexts.

**Supported**

VA.4.H.3.Su.a Connect the use of pattern, line, and form found in visual art with other teacher selected contexts.

**Participatory**

VA.4.H.3.Pa.a Recognize patterns in visual art.

**Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**BENCHMARK CODE    BENCHMARK**

VA.4.F.1.1 Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.

VA.4.F.1.2 Examine and apply creative solutions to solve an artistic problem.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.F.1.In.a Combine art media to create two- and three-dimensional works of art.

**Supported**

VA.4.F.1.Su.a Create two- and three-dimensional works of art.

**Participatory**

VA.4.F.1.Pa.a Contribute to the creation of two- and three-dimensional works of art.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

**BENCHMARK CODE    BENCHMARK**

VA.4.F.2.1 Discuss how artists and designers have made an impact on the community.

VA.4.F.2.2 Identify the work of local artists to become familiar with art-making careers.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.F.2 In a Identify two or more community opportunities in or related to visual art for employment or leisure.

**Supported**

VA.4.F.2.Su.a Identify two or more community opportunities to participate in activities related to visual art.

**Participatory**

VA.4.F.2.Pa.a Associate visual art with leisure or recreation.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**BENCHMARK CODE    BENCHMARK**

VA.4.F.3.1 Create art to promote awareness of school and/or community concerns.

VA.4.F.3.2 Collaborate with peers in the art room to achieve a common art goal.

VA.4.F.3.3 Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.4.F.3.In.a Create, interpret, and respond to visual art that promotes awareness of school or community concerns.

VA.4.F.3.In.b Organize and execute individual or collaborative visual art projects having three or more steps.

**Supported**

VA.4.F.3.Su.a Create, interpret, or respond to visual art that promotes awareness of school or community concerns.

VA.4.F.3.Su.b Sequence two or more components related to individual or collaborative visual art projects.

**Participatory**

VA.4.F.3.Pa.a Contribute or respond to visual art that promotes awareness of school or community concerns.

VA.4.F.3.Pa.b Contribute to a variety of collaborative tasks related to visual art.

**GRADE: 5**

**Big Idea: CRITICAL THINKING AND REFLECTION**

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**BENCHMARK CODE    BENCHMARK**

VA.5.C.1.1 Develop a range of interests in the art-making process to influence personal decision-making.

VA.5.C.1.2 Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

VA.5.C.1.3 Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.C.1.In.a Use the art-making process to develop ideas for self-expression.

VA.5.C.1.In.b Use defined criteria to analyze and interpret exemplary works of art.

### **Supported**

VA.5.C.1.Su.a Experiment with the art-making process to develop ideas for self-expression.

VA.5.C.1.Su.b Use teacher-selected criteria to analyze and interpret exemplary works of art.

### **Participatory**

VA.5.C.1.Pa.a Explore the art-making process to communicate personal interests.

VA.5.C.1.Pa.b Use a teacher-selected criterion to analyze and interpret exemplary works of art.

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

### **BENCHMARK CODE    BENCHMARK**

VA.5.C.2.1 Revise artwork as a necessary part of the creative process to achieve an artistic goal.

VA.5.C.2.2 Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.

VA.5.C.2.3 Apply established criteria to the art-making process to measure artistic growth.

VA.5.C.2.4 Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.

### **Access Point for Students with Significant Cognitive Disabilities**

#### **Independent**

VA.5.C.2.In.a Use defined criteria to analyze and revise personal artworks.

VA.5.C.2.In.b Describe the artistic intent of personal artworks.

#### **Supported**

VA.5.C.2.Su.a Use a teacher-selected criterion to analyze and revise personal artworks.

VA.5.C.2.Su.b Identify the artistic intent of personal artworks.

#### **Participatory**

VA.5.C.2.Pa.a Use feedback from others to revise personal artworks.

VA.5.C.2.Pa.b Convey the meaning of personal artworks.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

### **BENCHMARK CODE    BENCHMARK**

VA.5.C.3.1 Use the structural elements of art and organizational principles of design when engaged in art criticism.

VA.5.C.3.2 Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.

VA.5.C.3.3 Critique works of art to understand the content and make connections with other content areas.

## Access Point for Students with Significant Cognitive Disabilities

### Independent

VA.5.C.3.In.a Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.

### Supported

VA.5.C.3.Su.a Use defined criteria to examine a variety of works of art.

### Participatory

VA.5.C.3.Pa.a Use a teacher-selected criterion to examine a variety of familiar visual art.

## Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

### BENCHMARK CODE    BENCHMARK

VA.5.S.1.1 Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.

VA.5.S.1.2 Use media, technology, and other resources to inspire personal art-making decisions.

VA.5.S.1.3 Create artworks to depict personal, cultural, and/or historical themes.

VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

## Access Point for Students with Significant Cognitive Disabilities

### Independent

VA.5.S.1.In.a Manipulate tools and media to enhance communication in personal artworks.

VA.5.S.1.In.b Use diverse resources to inspire artistic expression and achieve varied results.

VA.5.S.1.In.c Incorporate ideas from art exemplars for specified time periods and cultures.

VA.5.S.1.In.d Choose accurate art vocabulary to describe works of art and art processes.

### Supported

VA.5.S.1.Su.a Experiment with art tools and media to express ideas.

VA.5.S.1.Su.b Explore diverse resources to inspire artistic expression and achieve varied results.

VA.5.S.1.Su.c Use accurate art vocabulary to communicate ideas about art.

### Participatory

VA.5.S.1.Pa.a Use a variety of visual art tools and media to express ideas.

VA.5.S.1.Pa.b Use selected art vocabulary to communicate about art.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**BENCHMARK CODE    BENCHMARK**

VA.5.S.2.1 Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

VA.5.S.2.2 Identify sequential procedures to engage in art production.

VA.5.S.2.3 Visualize the end product to justify artistic choices of tools, techniques, and processes.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.S.2.In.a Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

VA.5.S.2.In.b Re-create visual art processes in given media.

**Supported**

VA.5.S.2.Su.a Follow sequential procedures and techniques to achieve an artistic goal.

**Participatory**

VA.5.S.2.Pa.a Use a variety of visual art tools and media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**BENCHMARK CODE    BENCHMARK**

VA.5.S.3.1 Use materials, tools, techniques, and processes to achieve expected results in two- and/or three dimensional artworks.

VA.5.S.3.2 Use craftsmanship and technical ability in personal works to show refinement of skills over time.

VA.5.S.3.3 Use tools, media, techniques, and processes in a safe and responsible manner.

VA.5.S.3.4 Use ethical standards, including copyright laws, when producing works of art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.S.3.In.a Use two- and three dimensional materials, tools, and processes to achieve an intended result.

VA.5.S.3.In.b Work safely.

VA.5.S.3.In.c Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

**Supported**

VA.5.S.3.Su.a Develop skills by using various tools, media, techniques, and processes to create two- and three-dimensional works of art.

VA.5.S.3.Su.b Demonstrate safety procedures.

VA.5.S.3.Su.c Recognize the difference between one's own ideas and those of others.

**Participatory**

VA.5.S.3.Pa.a Use a variety of visual art tools and media to create works of art.

VA.5.S.3.Pa.b Imitate the safe guidelines while using tools, media, techniques, and processes. For using art tools and materials.

**Big Idea: ORGANIZATIONAL STRUCTURE**

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**BENCHMARK CODE    BENCHMARK**

VA.5.O.1.1 Use structural elements of art and organizational principles of design to develop content in artwork.

VA.5.O.1.2 Organize the structural elements of art to achieve visual unity.

VA.5.O.1.3 Explain how creative and technical ability is used to produce a work of art.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.O.1.In.a Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

**Supported**

VA.5.O.1.Su.a Explore the structural elements of art and organizational principles of design to support artistic development.

**Participatory**

VA.5.O.1.Pa.a Explore the use of structural elements of art in personal artworks.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**BENCHMARK CODE    BENCHMARK**

VA.5.O.2.1 Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.

VA.5.O.2.2 Use a variety of sources for ideas to resolve challenges in creating original works.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.O.2.In.a Identify the intent of the artist within visual art examples.

VA.5.O.2.In.b Use creative and innovative ideas to complete personal artworks.

### **Supported**

VA.5.O.2.Su.a Match the intent of the artist within visual art examples.

VA.5.O.2.Su.b Create imagery and symbols to express thoughts and feelings.

### **Participatory**

VA.5.O.2.Pa.a Recognize that visual art examples convey meaning.

VA.5.O.2.Pa.b Generate ideas and images for artwork that communicate personal experience.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

### **BENCHMARK CODE    BENCHMARK**

VA.5.O.3.1 Create meaningful and unique works of art to effectively communicate and document a personal voice.

### **Access Point for Students with Significant Cognitive Disabilities**

#### **Independent**

VA.5.O.3.In.a Use symbols, visual language, and/or written language to document self or others.

#### **Supported**

VA.5.O.3.Su.a Use personal symbols in artwork to document surroundings and community.

#### **Participatory**

VA.5.O.3.Pa.a Create works of art to document self-perception.

### **Big Idea: HISTORICAL AND GLOBAL CONNECTIONS**

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

### **BENCHMARK CODE    BENCHMARK**

VA.5.H.1.1 Examine historical and cultural influences that inspire artists and their work.

VA.5.H.1.2 Use suitable behavior as a member of an art audience.

VA.5.H.1.3 Identify and describe the importance a selected group or culture places on specific works of art.

VA.5.H.1.4 Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

## Access Point for Students with Significant Cognitive Disabilities

### Independent

VA.5.H.1.In.a Identify historically and culturally significant influences in artwork.

VA.5.H.1.In.b Identify ways that respect is shown to personal works of art.

### Supported

VA.5.H.1.Su.a Recognize a cultural or historical influence on artwork.

VA.5.H.1.Su.b Recognize reasons for respecting the work of others.

### Participatory

VA.5.H.1.Pa.a Associate visual art with a culture or time.

VA.5.H.1.Pa.b Follow directions for suitable behavior in an art audience.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

## BENCHMARK CODE BENCHMARK

VA.5.H.2.1 Compare works of art on the basis of style, culture, or artist across time to identify visual differences.

VA.5.H.2.2 Describe the ways in which artworks and utilitarian objects impact everyday life.

VA.5.H.2.3 Discuss artworks found in public venues to identify the significance of the work within the community.

## Access Point for Students with Significant Cognitive Disabilities

### Independent

VA.5.H.2.In.a Identify similarities and differences in visual art produced across time and cultures.

VA.5.H.2.In.b Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

VA.5.H.2.In.c Identify various venues in which artwork is on display for public viewing.

### Supported

VA.5.H.2.Su.a Recognize similarities and differences in visual art produced across time and cultures.

VA.5.H.2.Su.b Identify common uses of visual art.

VA.5.H.2.Su.c Recognize various venues in which artwork is on display for public viewing.

### Participatory

VA.5.H.2.Pa.a Recognize similarities and differences in works of art.

VA.5.H.2.Pa.b Recognize the function of visual art in a variety of activities and environments.

VA.5.H.2.Pa.c Recognize a venue in which artwork is on display for public viewing.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**BENCHMARK CODE    BENCHMARK**

VA.5.H.3.1 Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.H.3.In.a Apply a selected critical thinking process in visual art to a different curriculum or discipline.

**Supported**

VA.5.H.3.Su.a Apply a teacher-defined critical-thinking process in visual art to a different curriculum or discipline.

**Participatory**

VA.5.H.3.Pa.a Integrate a teacher defined pattern from visual art with a different curriculum or discipline.

**Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE**

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**BENCHMARK CODE    BENCHMARK**

VA.5.F.1.1 Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.

VA.5.F.1.2 Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.F.1.In.a Explore traditional or non-traditional uses of media and techniques to create two- and three-dimensional artworks.

VA.5.F.1.In.b Explore the effects and merits of different solutions to solve an artistic problem.

**Supported**

VA.5.F.1.Su.a Combine art media to create two- and three-dimensional works of art.

VA.5.F.1.Su.b Create, interpret, and respond to visual art using a variety of media.

**Participatory**

VA.5.F.1.Pa.a Create visual art using a variety of media.

VA.5.F.1.Pa.b Create, interpret, or respond to visual art using a variety of media.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

**BENCHMARK CODE    BENCHMARK**

VA.5.F.2.1 Describe the knowledge and skills necessary for art-making and art-related careers.

VA.5.F.2.2 Explore careers in which artworks and utilitarian designs are created.

VA.5.F.2.3 Discuss contributions that artists make to society.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.F.2.In.a Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure.

**Supported**

VA.5.F.2.Su.a Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure.

**Participatory**

VA.5.F.2.Pa.a Associate visual art with leisure, recreation, or a job.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**BENCHMARK CODE    BENCHMARK**

VA.5.F.3.1 Create artwork to promote public awareness of community and/or global concerns.

VA.5.F.3.2 Create artwork that shows procedural and analytical thinking to communicate ideas.

VA.5.F.3.3 Work collaboratively with others to complete a task in art and show leadership skills.

VA.5.F.3.4 Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

**Access Point for Students with Significant Cognitive Disabilities**

**Independent**

VA.5.F.3.In.a Create, interpret, and respond to visual art that promotes awareness of community and/or global concerns.

VA.5.F.3.In.b Prioritize and complete tasks related to individual or collaborative visual art projects.

**Supported**

VA.5.F.3.Su.a Create, interpret, or respond to visual art that promotes awareness of community and/or global concerns.

VA.5.F.3.Su.b Sequence two or more steps related to individual or collaborative visual art projects.

## Participatory

VA.5.F.3.Pa.a Contribute or respond to visual art that promotes awareness of community and/or global concerns.

VA.5.F.3.Pa.b Complete one or more steps related to individual or collaborative visual art projects.

Name	Description
	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
	<b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">VA.1.C.1.1:</a>	Create and discuss works of art that convey personal interests.
<a href="#">VA.1.C.1.2:</a>	Gather clues to help interpret and reflect on works of art.
<a href="#">VA.1.C.2.1:</a>	Describe visual imagery used to complete artwork.
<a href="#">VA.1.C.2.2:</a>	Use various media or techniques to learn how changes affect the completed artwork.
<a href="#">VA.1.C.3.1:</a>	Identify vocabulary that is used in both visual art and other contexts.
	<b>Remarks/Examples:</b> e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
<a href="#">VA.1.C.3.2:</a>	Distinguish between artwork, utilitarian objects, and objects from nature.
<a href="#">VA.1.F.1.1:</a>	Use various art media and real or imaginary choices to create artwork.
<a href="#">VA.1.F.1.2:</a>	Identify how classmates solve artistic problems.
<a href="#">VA.1.F.2.1:</a>	Explain how artists impact the appearance of items for sale in stores.
<a href="#">VA.1.F.3.1:</a>	Describe the use of art to share community information.
<a href="#">VA.1.F.3.2:</a>	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.
	<b>Remarks/Examples:</b> e.g., set-up, clean-up, use of materials
<a href="#">VA.1.H.1.1:</a>	Discuss how different works of art communicate information about a particular culture.
<a href="#">VA.1.H.1.2:</a>	Discuss suitable behavior expected of audience members.
	<b>Remarks/Examples:</b> e.g., museum visits, artist presentations, school programs, assemblies
<a href="#">VA.1.H.1.3:</a>	Describe ways in which artists use their work to share knowledge and life experiences.
<a href="#">VA.1.H.2.1:</a>	Compare artworks from different cultures, created over time, to identify differences in style and media.
<a href="#">VA.1.H.2.2:</a>	Identify objects of art that are used every day for utilitarian purposes.
	<b>Remarks/Examples:</b> e.g., plates, clothing, teapots
<a href="#">VA.1.H.2.3:</a>	Identify places in which artworks may be viewed by others.
	<b>Remarks/Examples:</b> e.g., museums, schools, businesses
<a href="#">VA.1.H.3.1:</a>	Identify connections between visual art and other content areas.
	<b>Remarks/Examples:</b> e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
<a href="#">VA.1.O.1.1:</a>	Identify and use the structural elements of art and organizational principles of design to support artistic development.
<a href="#">VA.1.O.2.1:</a>	Create imagery and symbols to express thoughts and feelings.
<a href="#">VA.1.O.3.1:</a>	Use personal symbols in artwork to document surroundings and community.
<a href="#">VA.1.S.1.1:</a>	Experiment with art processes and media to express ideas.
	<b>Remarks/Examples:</b> e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
<a href="#">VA.1.S.1.2:</a>	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
	<b>Remarks/Examples:</b> e.g., media-specific techniques
<a href="#">VA.1.S.1.3:</a>	Create works of art to tell a personal story.
<a href="#">VA.1.S.1.4:</a>	Use accurate art vocabulary to communicate ideas about art.
<a href="#">VA.1.S.2.1:</a>	Practice correct use of tools with various art media, techniques, and processes.
<a href="#">VA.1.S.2.2:</a>	Describe the steps used in art production.
<a href="#">VA.1.S.3.1:</a>	Practice skills and techniques to create with two- and/or three-dimensional media.
	<b>Remarks/Examples:</b> e.g., eye-hand coordination, fine-motor skills
<a href="#">VA.1.S.3.2:</a>	Discuss the qualities of good craftsmanship.
<a href="#">VA.1.S.3.3:</a>	Demonstrate safety procedures for using art tools and materials.
<a href="#">VA.1.S.3.4:</a>	Identify and be respectful of artwork that belongs to others and represents their ideas.
	<b>Remarks/Examples:</b> e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy
<a href="#">VA.2.C.1.1:</a>	Use the art-making process to communicate personal interests and self-expression.
<a href="#">VA.2.C.1.2:</a>	Reflect on and discuss various possible meanings in works of art.
<a href="#">VA.2.C.2.1:</a>	Use appropriate decision-making skills to meet intended artistic objectives.
	Identify skillful techniques used in works by peers and others.

<a href="#">VA.2.C.2.2:</a>	<b>Remarks/Examples:</b> e.g., painting, drawing, clay, collage, printmaking techniques
<a href="#">VA.2.C.2.3:</a>	Use suggestions from others to modify the structural elements of art.
<a href="#">VA.2.C.3.1:</a>	Use accurate art vocabulary to identify connections among visual art and other contexts.
<a href="#">VA.2.C.3.2:</a>	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
<a href="#">VA.2.F.1.1:</a>	Use imagination to create unique artwork incorporating personal ideas and selected media.
<a href="#">VA.2.F.1.2:</a>	Explore the advantages of having multiple solutions to solve an artistic problem. Identify work created by artists and designers.
<a href="#">VA.2.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters
<a href="#">VA.2.F.3.1:</a>	Describe the use of art to promote events within the school or community.
<a href="#">VA.2.F.3.2:</a>	Work with peers to complete a task in art.
<a href="#">VA.2.F.3.3:</a>	Use time effectively while focused on art production to show early development of 21st-century skills.
<a href="#">VA.2.H.1.1:</a>	Identify examples in which artists have created works based on cultural and life experiences.
<a href="#">VA.2.H.1.2:</a>	Distinguish between appropriate and inappropriate audience behavior.
<a href="#">VA.2.H.2.1:</a>	Identify differences or similarities in artworks across time and culture. Identify objects from everyday life that have been designed and created using artistic skills.
<a href="#">VA.2.H.2.2:</a>	<b>Remarks/Examples:</b> e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings
<a href="#">VA.2.H.2.3:</a>	Identify the physical features or characteristics of artworks displayed in the community. Describe connections made between creating with art ideas and creating with information from other content areas.
<a href="#">VA.2.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., shapes and math, color mixing and science
<a href="#">VA.2.O.1.1:</a>	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
<a href="#">VA.2.O.2.1:</a>	Use personal experience to convey meaning or purpose in creating artworks.
<a href="#">VA.2.O.3.1:</a>	Create personally meaningful works of art to document and explain ideas about local and global communities. Experiment with tools and techniques as part of art-making processes.
<a href="#">VA.2.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., brush for details, fiber, series of prints, mixed media, clay
	Use diverse resources to inspire expression of personal ideas and experiences in works of art.
<a href="#">VA.2.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., media, new technology
<a href="#">VA.2.S.1.3:</a>	Explore art from different time periods and cultures as sources for inspiration.
<a href="#">VA.2.S.1.4:</a>	Use accurate art vocabulary to discuss art.
<a href="#">VA.2.S.2.1:</a>	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
<a href="#">VA.2.S.2.2:</a>	Follow sequential procedures focused on art production. Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
<a href="#">VA.2.S.3.1:</a>	<b>Remarks/Examples:</b> e.g., eye-hand coordination, fine-motor skills
	Demonstrate growth in craftsmanship through purposeful practice.
<a href="#">VA.2.S.3.2:</a>	<b>Remarks/Examples:</b>
<a href="#">VA.2.S.3.3:</a>	Follow directions for safety procedures and explain their importance in the art room. Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
<a href="#">VA.2.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.3.C.1.1:</a>	Use the art-making process to develop ideas for self-expression.
<a href="#">VA.3.C.1.2:</a>	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
<a href="#">VA.3.C.2.1:</a>	Assess personal artworks for completeness and success in meeting intended objectives.
<a href="#">VA.3.C.2.2:</a>	Compare techniques used by peers and established artists as a basis for improving one's own work.
<a href="#">VA.3.C.2.3:</a>	Use constructive criticism to improve artwork.
<a href="#">VA.3.C.3.1:</a>	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
<a href="#">VA.3.C.3.2:</a>	Describe the connections between visual art and other contexts through observation and art criticism.
<a href="#">VA.3.C.3.3:</a>	Explain the similarities and differences between artworks and utilitarian objects.
<a href="#">VA.3.F.1.1:</a>	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
<a href="#">VA.3.F.1.2:</a>	Explore the effects and merits of different solutions to solve an artistic problem.
<a href="#">VA.3.F.2.1:</a>	Identify places where artists or designers have made an impact on the community.
<a href="#">VA.3.F.3.1:</a>	Create artwork that communicates an awareness of events within the community. Collaborate to complete a task in art.
<a href="#">VA.3.F.3.2:</a>	<b>Remarks/Examples:</b> e.g., mural, mosaic
<a href="#">VA.3.F.3.3:</a>	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
<a href="#">VA.3.H.1.1:</a>	Describe cultural similarities and differences in works of art.
<a href="#">VA.3.H.1.2:</a>	Describe the importance of displaying suitable behavior as part of an art audience.
<a href="#">VA.3.H.1.3:</a>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
<a href="#">VA.3.H.2.1:</a>	Compare differences or similarities in artworks across time and culture.
<a href="#">VA.3.H.2.2:</a>	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

	Describe various venues in which artwork is on display for public viewing.
<a href="#">VA.3.H.2.3:</a>	<b>Remarks/Examples:</b> e.g., museums, galleries, restaurants, virtual tours
<a href="#">VA.3.H.3.1:</a>	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
<a href="#">VA.3.O.1.1:</a>	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
<a href="#">VA.3.O.2.1:</a>	Use creative and innovative ideas to complete personal artworks.
<a href="#">VA.3.O.3.1:</a>	Use symbols, visual language, and/or written language to document self or others.
<a href="#">VA.3.S.1.1:</a>	Manipulate tools and media to enhance communication in personal artworks.
	Use diverse resources to inspire artistic expression and achieve varied results.
<a href="#">VA.3.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., media center, technology, print materials
	Incorporate ideas from art exemplars for specified time periods and cultures.
<a href="#">VA.3.S.1.3:</a>	<b>Remarks/Examples:</b> e.g., concepts, technique, media, subject matter
<a href="#">VA.3.S.1.4:</a>	Choose accurate art vocabulary to describe works of art and art processes.
<a href="#">VA.3.S.2.1:</a>	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.3.S.2.2:</a>	Follow procedures, focusing on the art-making process.
<a href="#">VA.3.S.3.1:</a>	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
<a href="#">VA.3.S.3.2:</a>	Develop craftsmanship skills through repeated practice.
<a href="#">VA.3.S.3.3:</a>	Work within safety guidelines while using tools, media, techniques, and processes.
<a href="#">VA.4.C.1.1:</a>	Integrate ideas during the art-making process to convey meaning in personal works of art.
<a href="#">VA.4.C.1.2:</a>	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
	Revise artworks to meet established criteria.
<a href="#">VA.4.C.2.1:</a>	<b>Remarks/Examples:</b> e.g., criteria set by teacher, student, or both
<a href="#">VA.4.C.2.2:</a>	Use various resources to generate ideas for growth in personal works.
<a href="#">VA.4.C.2.3:</a>	Develop and support ideas from various resources to create unique artworks.
<a href="#">VA.4.C.3.1:</a>	Use accurate art vocabulary when analyzing works of art.
<a href="#">VA.4.C.3.2:</a>	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
<a href="#">VA.4.C.3.3:</a>	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
<a href="#">VA.4.F.1.1:</a>	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
<a href="#">VA.4.F.1.2:</a>	Examine and apply creative solutions to solve an artistic problem.
<a href="#">VA.4.F.2.1:</a>	Discuss how artists and designers have made an impact on the community.
<a href="#">VA.4.F.2.2:</a>	Identify the work of local artists to become familiar with art-making careers.
	Create art to promote awareness of school and/or community concerns.
<a href="#">VA.4.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., poster, billboard
<a href="#">VA.4.F.3.2:</a>	Collaborate with peers in the art room to achieve a common art goal.
<a href="#">VA.4.F.3.3:</a>	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
<a href="#">VA.4.H.1.1:</a>	Identify historical and cultural influences that have inspired artists to produce works of art.
<a href="#">VA.4.H.1.2:</a>	Identify suitable behavior for various art venues and events.
<a href="#">VA.4.H.1.3:</a>	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
<a href="#">VA.4.H.1.4:</a>	<b>Identify and practice ways of showing respect for one's own and others' personal works of art.</b>
<a href="#">VA.4.H.2.1:</a>	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
<a href="#">VA.4.H.2.2:</a>	Identify differences between artworks and utilitarian objects.
	Identify reasons to display artwork in public places.
<a href="#">VA.4.H.2.3:</a>	<b>Remarks/Examples:</b> e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.
<a href="#">VA.4.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., identify facts, ideas, solutions
<a href="#">VA.4.O.1.1:</a>	Use the structural elements of art and organizational principles of design to understand the art-making process.
<a href="#">VA.4.O.1.2:</a>	Identify the structural elements of art used to unite an artistic composition.
<a href="#">VA.4.O.2.1:</a>	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
	Apply meaning and relevance to document self or others visually in artwork.
<a href="#">VA.4.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., personal ideas, observations
	Manipulate tools and materials to achieve diverse effects in personal works of art.
<a href="#">VA.4.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., charcoal, colored pencil, block printing: reduction, stencil
<a href="#">VA.4.S.1.2:</a>	Explore and use media, technology, and other art resources to express ideas visually.
<a href="#">VA.4.S.1.3:</a>	Create artworks that integrate ideas from culture or history.
<a href="#">VA.4.S.1.4:</a>	Use accurate art vocabulary to discuss works of art and the creative process.
<a href="#">VA.4.S.2.1:</a>	Organize the structural elements of art to achieve an artistic objective.
<a href="#">VA.4.S.2.2:</a>	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
<a href="#">VA.4.S.3.1:</a>	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

<a href="#">VA.4.S.3.2:</a>	Plan and produce art through ongoing practice of skills and techniques.
<a href="#">VA.4.S.3.3:</a>	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
	Discuss the importance of copyright law in regard to the creation and production of art.
<a href="#">VA.4.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">VA.5.C.1.1:</a>	Develop a range of interests in the art-making process to influence personal decision-making.
<a href="#">VA.5.C.1.2:</a>	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
<a href="#">VA.5.C.1.3:</a>	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
<a href="#">VA.5.C.2.1:</a>	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
<a href="#">VA.5.C.2.2:</a>	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
	Apply established criteria to the art-making process to measure artistic growth.
<a href="#">VA.5.C.2.3:</a>	<b>Remarks/Examples:</b> e.g., criteria set by teacher, student, or both
<a href="#">VA.5.C.2.4:</a>	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
<a href="#">VA.5.C.3.1:</a>	Use the structural elements of art and organizational principles of design when engaged in art criticism.
	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
<a href="#">VA.5.C.3.2:</a>	<b>Remarks/Examples:</b> e.g., inference from color, line, shape, form
	Critique works of art to understand the content and make connections with other content areas.
<a href="#">VA.5.C.3.3:</a>	<b>Remarks/Examples:</b> e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology
<a href="#">VA.5.F.1.1:</a>	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
<a href="#">VA.5.F.1.2:</a>	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
<a href="#">VA.5.F.2.1:</a>	Describe the knowledge and skills necessary for art-making and art-related careers.
<a href="#">VA.5.F.2.2:</a>	Explore careers in which artworks and utilitarian designs are created.
<a href="#">VA.5.F.2.3:</a>	Discuss contributions that artists make to society.
<a href="#">VA.5.F.3.1:</a>	Create artwork to promote public awareness of community and/or global concerns.
<a href="#">VA.5.F.3.2:</a>	Create artwork that shows procedural and analytical thinking to communicate ideas.
<a href="#">VA.5.F.3.3:</a>	Work collaboratively with others to complete a task in art and show leadership skills.
	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.
<a href="#">VA.5.F.3.4:</a>	<b>Remarks/Examples:</b> e.g., reasonable timeframe established by teacher, adjusted as needed
<a href="#">VA.5.H.1.1:</a>	Examine historical and cultural influences that inspire artists and their work.
<a href="#">VA.5.H.1.2:</a>	Use suitable behavior as a member of an art audience.
<a href="#">VA.5.H.1.3:</a>	Identify and describe the importance a selected group or culture places on specific works of art.
<a href="#">VA.5.H.1.4:</a>	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
<a href="#">VA.5.H.2.1:</a>	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
<a href="#">VA.5.H.2.2:</a>	Describe the ways in which artworks and utilitarian objects impact everyday life.
<a href="#">VA.5.H.2.3:</a>	Discuss artworks found in public venues to identify the significance of the work within the community.
	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
<a href="#">VA.5.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., identify facts, ideas, solutions
<a href="#">VA.5.O.1.1:</a>	Use structural elements of art and organizational principles of design to develop content in artwork.
<a href="#">VA.5.O.1.2:</a>	Organize the structural elements of art to achieve visual unity.
<a href="#">VA.5.O.1.3:</a>	Explain how creative and technical ability is used to produce a work of art.
	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
<a href="#">VA.5.O.2.1:</a>	<b>Remarks/Examples:</b> e.g., knowledge, empathy, technique, artistic choices, symbolic choices
<a href="#">VA.5.O.2.2:</a>	Use a variety of sources for ideas to resolve challenges in creating original works.
<a href="#">VA.5.O.3.1:</a>	Create meaningful and unique works of art to effectively communicate and document a personal voice.
	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
<a href="#">VA.5.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
	Use media, technology, and other resources to inspire personal art-making decisions.
<a href="#">VA.5.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., books, magazines, Internet, cameras, art visuals
	Create artworks to depict personal, cultural, and/or historical themes.
<a href="#">VA.5.S.1.3:</a>	<b>Remarks/Examples:</b> e.g., woven mats, clay dolls, quilts
<a href="#">VA.5.S.1.4:</a>	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
<a href="#">VA.5.S.2.1:</a>	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
	Identify sequential procedures to engage in art production.
<a href="#">VA.5.S.2.2:</a>	<b>Remarks/Examples:</b> e.g., safety procedures, media processes, organizational procedures
<a href="#">VA.5.S.2.3:</a>	Visualize the end product to justify artistic choices of tools, techniques, and processes.

<a href="#">VA.5.S.3.1:</a>	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
<a href="#">VA.5.S.3.2:</a>	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
<a href="#">VA.5.S.3.3:</a>	Use tools, media, techniques, and processes in a safe and responsible manner. Use ethical standards, including copyright laws, when producing works of art.
<a href="#">VA.5.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
<a href="#">VA.K.C.1.1:</a>	Create and share personal works of art with others.
<a href="#">VA.K.C.2.1:</a>	Describe personal choices made in the creation of artwork.
<a href="#">VA.K.C.2.2:</a>	Identify media used by self or peers.
<a href="#">VA.K.F.1.1:</a>	Experiment with art media for personal satisfaction and perceptual awareness.
<a href="#">VA.K.F.1.2:</a>	Identify real and imaginary subject matter in works of art.
<a href="#">VA.K.F.3.1:</a>	Describe where art ideas or products can be found in stores.
<a href="#">VA.K.F.3.1:</a>	Create artwork that communicates an awareness of self as part of the community.
<a href="#">VA.K.H.1.1:</a>	Describe art from selected cultures and places.
<a href="#">VA.K.H.1.2:</a>	Follow directions for suitable behavior in an art audience.
<a href="#">VA.K.H.1.3:</a>	Explain how art-making can help people express ideas and feelings.
<a href="#">VA.K.H.2.1:</a>	Compare selected artworks from various cultures to find differences and similarities. Explore everyday objects that have been designed and created by artists.
<a href="#">VA.K.H.2.2:</a>	<b>Remarks/Examples:</b> e.g., artwork, utilitarian objects
<a href="#">VA.K.H.2.3:</a>	Describe where artwork is displayed in school or other places. Express ideas related to non-art content areas through personal artworks.
<a href="#">VA.K.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
<a href="#">VA.K.O.1.1:</a>	Explore the placement of the structural elements of art in personal works of art.
<a href="#">VA.K.O.2.1:</a>	Generate ideas and images for artworks based on memory, imagination, and experiences.
<a href="#">VA.K.O.3.1:</a>	Create works of art to document experiences of self and community. Explore art processes and media to produce artworks.
<a href="#">VA.K.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
<a href="#">VA.K.S.1.2:</a>	Produce artwork influenced by personal decisions and ideas. Develop artistic skills through the repeated use of tools, processes, and media.
<a href="#">VA.K.S.3.1:</a>	<b>Remarks/Examples:</b> e.g., media-specific techniques, eye-hand coordination, fine-motor skills
<a href="#">VA.K.S.3.2:</a>	Practice skills to develop craftsmanship.
<a href="#">VA.K.S.3.3:</a>	Handle art tools and media safely in the art room.

There are more than 2 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12879>



# Access Language Arts - Kindergarten (#7710011)

{ [Language Arts - Grade Kindergarten - 5010041](#) }

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<b>Course Number:</b> 7710011	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS LANG ART - K
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> K	

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.K.B.3.1:</a>	<p>Recognize warning labels and signs on hazardous products and places.</p> <p><b>Remarks/Examples:</b> Poison symbol, universal symbol for "no," and crosswalk signals.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.K.B.3.In.a:</a></td> <td>Recognize selected warning labels and signs on hazardous products and places, such as poison labels and crosswalk signals.</td> </tr> <tr> <td><a href="#">HE.K.B.3.Su.a:</a></td> <td>Recognize a warning sign of selected products or situations that may be harmful to children, such as cleaning products, crossing the street, or wet floors.</td> </tr> <tr> <td><a href="#">HE.K.B.3.Pa.a:</a></td> <td>Associate a selected warning sign with a product or situation that may be harmful to children, such as cleaning products and crossing the street.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.K.B.3.In.a:</a>	Recognize selected warning labels and signs on hazardous products and places, such as poison labels and crosswalk signals.	<a href="#">HE.K.B.3.Su.a:</a>	Recognize a warning sign of selected products or situations that may be harmful to children, such as cleaning products, crossing the street, or wet floors.	<a href="#">HE.K.B.3.Pa.a:</a>	Associate a selected warning sign with a product or situation that may be harmful to children, such as cleaning products and crossing the street.
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<a href="#">HE.K.B.3.2:</a>	<p>Recognize school and community health helpers.</p> <p><b>Remarks/Examples:</b> Fire, police, medical, and school personnel.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.K.B.3.In.b:</a></td> <td>Recognize health helpers in the school or community, such as teachers, school nurses, and doctors.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.K.B.3.In.b:</a>	Recognize health helpers in the school or community, such as teachers, school nurses, and doctors.				
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[HE.K.B.3.Su.b:](#) Recognize a health helper in the school or community, such as a teacher, the school nurse, or a doctor.

[HE.K.B.3.Pa.b:](#) Associate a member of the school with health, such as the school nurse.

Recognize healthy ways to express needs, wants, and feelings.

[HE.K.B.4.1:](#)

**Remarks/Examples:**

How to share objects and time, how to be an effective family member, and how to use manners.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.4.In.a:</a>	Recognize healthy ways to express needs and wants in the classroom, such as sharing objects and time, and using manners.
<a href="#">HE.K.B.4.Su.a:</a>	Recognize a healthy way to express a need or want in the classroom, such as sharing objects and time or using manners.
<a href="#">HE.K.B.4.Pa.a:</a>	Associate communication with expressing a personal need.

Demonstrate listening skills to enhance health.

[HE.K.B.4.2:](#)

**Remarks/Examples:**

Using manners, asking questions, and looking at the speaker.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.4.In.b:</a>	Use selected listening skills to enhance health, such as listening quietly, not interrupting, and making eye contact.
<a href="#">HE.K.B.4.Su.b:</a>	Use a selected listening skill to enhance health, such as making eye contact or not interrupting.
<a href="#">HE.K.B.4.Pa.b:</a>	Attend selected meetings to enhance one's own health.

Identify the appropriate responses to unwanted and threatening situations.

[HE.K.B.4.3:](#)

**Remarks/Examples:**

Tell a trusted adult, police officer, and/or parent; seek safety and run for help.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.4.In.c:</a>	Recognize appropriate responses to unwanted and threatening school situations, such as telling a trusted adult, seeking safety, and running away.
<a href="#">HE.K.B.4.Su.c:</a>	Recognize one appropriate response to an unwanted or threatening school situation, such as telling a trusted adult, seeking safety, or running away.
<a href="#">HE.K.B.4.Pa.c:</a>	Recognize communication as a way to avoid an unwanted situation.

Name situations when a health-related decision can be made individually or when assistance is needed.

[HE.K.B.5.1:](#)

**Remarks/Examples:**

Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.5.In.a:</a>	Recognize situations when a health-related decision can be made individually or when assistance is needed, such as following school rules, getting dressed, following good- hygiene practices, and going in a swimming pool.
<a href="#">HE.K.B.5.Su.a:</a>	Recognize selected situations when a health-related decision requires assistance from an adult, such as what to do when injured or sick.
<a href="#">HE.K.B.5.Pa.a:</a>	Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.K.L.1.1:](#)

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.L.1.AP.1a:</a>	Print many upper- and lowercase letters.
<a href="#">LAFS.K.L.1.AP.1b:</a>	Use high-frequency nouns in dictating or writing.
<a href="#">LAFS.K.L.1.AP.1c:</a>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
<a href="#">LAFS.K.L.1.AP.1d:</a>	Use complete sentences in a shared language activity.
<a href="#">LAFS.K.L.1.AP.1e:</a>	Use appropriate question words when asking a question (e.g., who, what, where, when, why, how).

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.K.L.1.2:](#)

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.

- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Related Access Points

Name	Description
<a href="#">LAFS.K.L.1.AP.2a:</a>	Capitalize the first word in a sentence and the pronoun "I."
<a href="#">LAFS.K.L.1.AP.2b:</a>	Write a letter or letters for consonant and short-vowel sounds (phonemes).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

[LAFS.K.L.3.4:](#)

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

### Related Access Points

Name	Description
<a href="#">LAFS.K.L.3.AP.4a:</a>	Identify an affix or inflectional ending for a frequently occurring word.
<a href="#">LAFS.K.L.3.AP.4b:</a>	Identify the meaning of common inflections and affixes.
<a href="#">LAFS.K.L.3.AP.4c:</a>	Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.
<a href="#">LAFS.K.L.3.AP.4d:</a>	Identify new meanings for familiar words.

With guidance and support from adults, explore word relationships and nuances in word meanings.

[LAFS.K.L.3.5:](#)

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

### Related Access Points

Name	Description
<a href="#">LAFS.K.L.3.AP.5a:</a>	With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
<a href="#">LAFS.K.L.3.AP.5b:</a>	With guidance and support, match the opposites for frequently used verbs and adjectives.
<a href="#">LAFS.K.L.3.AP.5c:</a>	With guidance and support, use newly acquired words in real-life context.

[LAFS.K.L.3.6:](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Related Access Points

Name	Description
<a href="#">LAFS.K.L.3.AP.6a:</a>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<a href="#">LAFS.K.L.3.AP.6b:</a>	With guidance and support, use newly acquired words in real-life context.

Demonstrate understanding of the organization and basic features of print.

[LAFS.K.RF.1.1:](#)

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RF.1.AP.1b:</a>	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken "orally read" word to a written word.
<a href="#">LAFS.K.RF.1.AP.1c:</a>	Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
<a href="#">LAFS.K.RF.1.AP.1d:</a>	Recognize that words are separated by spaces in print.
<a href="#">LAFS.K.RF.1.AP.1e:</a>	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken "orally read" word to the written word.
<a href="#">LAFS.K.RF.1.AP.1f:</a>	Identify familiar written words when spoken (e.g., show me the word "Tony").
<a href="#">LAFS.K.RF.1.AP.1g:</a>	Identify or name uppercase letters of the alphabet.
<a href="#">LAFS.K.RF.1.AP.1h:</a>	Identify or name lowercase letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

[LAFS.K.RF.2.2:](#)

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### Related Access Points

Name	Description
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<a href="#">LAFS.K.RF.2.AP.2a:</a>	Identify familiar written words when spoken.
<a href="#">LAFS.K.RF.2.AP.2b:</a>	Recognize rhyming words.
<a href="#">LAFS.K.RF.2.AP.2c:</a>	Produce rhyming words.
<a href="#">LAFS.K.RF.2.AP.2d:</a>	Count syllables in spoken words.
<a href="#">LAFS.K.RF.2.AP.2e:</a>	Blend and segment syllables in spoken words.
<a href="#">LAFS.K.RF.2.AP.2f:</a>	Blend and segment onsets and rimes of single-syllable spoken words.
<a href="#">LAFS.K.RF.2.AP.2g:</a>	Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).
<a href="#">LAFS.K.RF.2.AP.2h:</a>	Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).
<a href="#">LAFS.K.RF.2.AP.2i:</a>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[LAFS.K.RF.3.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RF.3.AP.3a:</a>	Recognize the sound(s) for each letter.
<a href="#">LAFS.K.RF.3.AP.3b:</a>	Produce the sound(s) for each letter.
<a href="#">LAFS.K.RF.3.AP.3c:</a>	Identify words with long and short vowel sounds for the five major vowel sounds.
<a href="#">LAFS.K.RF.3.AP.3d:</a>	Identify the sound that differs between two similarly spelled words (e.g., sit, hit).
<a href="#">LAFS.K.RF.3.AP.3e:</a>	Read common kindergarten high-frequency words by sight.

[LAFS.K.RF.4.4:](#)

Read emergent-reader texts with purpose and understanding.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RF.4.AP.4a:</a>	Participate in reading emergent-reader texts.
<a href="#">LAFS.K.RF.4.AP.4b:</a>	Read emergent-reader texts with purpose.
<a href="#">LAFS.K.RF.4.AP.4c:</a>	Indicate something learned or enjoyed in reading emergent-reader texts.

[LAFS.K.RI.1.1:](#)

With prompting and support, ask and answer questions about key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.1a:</a>	With prompting and support, answer questions about key details in a text.
<a href="#">LAFS.K.RI.1.AP.1b:</a>	With prompting and support, ask questions about key details in a text.

[LAFS.K.RI.1.2:](#)

With prompting and support, identify the main topic and retell key details of a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.2a:</a>	Discuss key details and main topic of a preferred text.
<a href="#">LAFS.K.RI.1.AP.2b:</a>	With prompting and support, identify the main topic.
<a href="#">LAFS.K.RI.1.AP.2c:</a>	With prompting and support, retell/identify key details in a text.

[LAFS.K.RI.1.3:](#)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.3a:</a>	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information.

[LAFS.K.RI.2.4:](#)

With prompting and support, ask and answer questions about unknown words in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.2.AP.4a:</a>	Ask questions about unknown words in a text.
<a href="#">LAFS.K.RI.2.AP.4b:</a>	Answer questions about unknown words in a text.

[LAFS.K.RI.2.5:](#)

Identify the front cover, back cover, and title page of a book.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.2.AP.5a:</a>	Distinguish the front of a book from the back of a book.
<a href="#">LAFS.K.RI.2.AP.5b:</a>	Identify the title of an informational text on the title page.
<a href="#">LAFS.K.RI.2.AP.5c:</a>	Identify the title of a story or poem on the title page.

[LAFS.K.RI.2.6:](#)

With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.2.AP.6a:</a>	Identify the author of an informational text.
<a href="#">LAFS.K.RI.2.AP.6b:</a>	Define the role of the author in presenting the ideas and information of an informational text.
<a href="#">LAFS.K.RI.2.AP.6c:</a>	Define the role of the illustrator in presenting an informational text.

[LAFS.K.RI.3.7:](#)

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.3.AP.7a:</a>	Identify a labeled photo, diagram or graphic from within an informational text.
<a href="#">LAFS.K.RI.3.AP.7b:</a>	With prompting and support, interpret the information provided in photos, diagrams or graphics and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

[LAFS.K.RI.3.8:](#)

With prompting and support, identify the reasons an author gives to support points in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.3.AP.8a:</a>	With prompting and support, identify the facts an author gives to support points in a text.

[LAFS.K.RI.3.9:](#)

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.3.AP.9a:</a>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).

[LAFS.K.RI.4.10:](#)

Actively engage in group reading activities with purpose and understanding.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.K.RI.4.AP.10c:</a>	Engage in group reading of informational text by sharing something learned or something enjoyed.

[LAFS.K.RL.1.1:](#)

With prompting and support, ask and answer questions about key details in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RL.1.AP.1a:</a>	With prompting and support, answer questions about key details in a story.
<a href="#">LAFS.K.RL.1.AP.1b:</a>	With prompting and support, ask questions about key details in a story.

[LAFS.K.RL.1.2:](#)

With prompting and support, retell familiar stories, including key details.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RL.1.AP.2a:</a>	With prompting and support, retell a favorite story, including key details.
<a href="#">LAFS.K.RL.1.AP.2b:</a>	With prompting and support, sequence a set of events in a familiar story.
<a href="#">LAFS.K.RL.1.AP.2c:</a>	With prompting and support, identify the beginning, middle and ending of a familiar story.
<a href="#">LAFS.K.RL.1.AP.2d:</a>	Retell a familiar story (e.g., What was the story about?).

[LAFS.K.RL.1.3:](#)

With prompting and support, identify characters, settings, and major events in a story.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RL.1.AP.3a:</a>	With prompting and support, identify characters in a story.
<a href="#">LAFS.K.RL.1.AP.3b:</a>	With prompting and support, identify major events in a story.
<a href="#">LAFS.K.RL.1.AP.3c:</a>	With prompting and support, identify a setting in a story.

[LAFS.K.RL.2.4:](#)

With prompting and support, ask and answer questions about unknown words in a text.

**Related Access Points**

Name	Description
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<a href="#">LAFS.K.RL.2.AP.4a:</a>	Ask questions about unknown words in a text.
<a href="#">LAFS.K.RL.2.AP.4b:</a>	Answer questions about unknown words in a text.

[LAFS.K.RL.2.5:](#) Recognize common types of texts (e.g., storybooks, poems).

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RL.2.AP.5a:</a>	Answer questions about reading, such as "What do we read?"
<a href="#">LAFS.K.RL.2.AP.5b:</a>	Identify a story, book, poem, etc.

[LAFS.K.RL.2.6:](#) With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RL.2.AP.6a:</a>	With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).
<a href="#">LAFS.K.RL.2.AP.6b:</a>	With prompting and support, define the role of the author.
<a href="#">LAFS.K.RL.2.AP.6c:</a>	With prompting and support, identify the illustrator.
<a href="#">LAFS.K.RL.2.AP.6d:</a>	With prompting and support, define the role of the illustrator.

[LAFS.K.RL.3.7:](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RL.3.AP.7a:</a>	With prompting and support, identify illustrations to aid comprehension.
<a href="#">LAFS.K.RL.3.AP.7b:</a>	With prompting and support, identify the relationship between an illustration and the story.

[LAFS.K.RL.3.9:](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RL.3.AP.9a:</a>	With prompting and support, compare (i.e., find something the same) between familiar stories.
<a href="#">LAFS.K.RL.3.AP.9b:</a>	With prompting and support, contrast (i.e., find differences) between two familiar stories.

[LAFS.K.RL.4.10:](#) Actively engage in group reading activities with purpose and understanding.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RL.4.AP.10a:</a>	Answer questions about reading, such as "Why do we read? What do we read?"
<a href="#">LAFS.K.RL.4.AP.10b:</a>	Choose narrative or informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RL.4.AP.10c:</a>	Engage in group reading of stories or poems by sharing something learned or something enjoyed.

[LAFS.K.SL.1.1:](#) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[LAFS.K.SL.1.2:](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.SL.1.AP.2a:</a>	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.AP.2b:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

[LAFS.K.SL.1.3:](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.SL.1.AP.3a:</a>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.

[LAFS.K.SL.2.4:](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.2.AP.4a:</a>	Describe familiar people, places, things and events orally or in writing.
<a href="#">LAFS.K.SL.2.AP.4b:</a>	With prompting and support, provide additional details to the description or drawings of familiar people, places, things and events.
<a href="#">LAFS.K.SL.2.AP.4c:</a>	Present, orally or in writing, factual information of familiar people, places, things and events.
<a href="#">LAFS.K.SL.2.AP.4d:</a>	Describe a single event or a series of events using drawings or simple sentences.

[LAFS.K.SL.2.5:](#)

Add drawings or other visual displays to descriptions as desired to provide additional detail.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.2.AP.5a:</a>	Use drawings or visual displays to add detail to written products or oral discussions.

[LAFS.K.SL.2.6:](#)

Speak audibly and express thoughts, feelings, and ideas clearly.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.2.AP.6a:</a>	Orally share information from a selected permanent product or a favorite text.

[LAFS.K.W.1.1:](#)

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

### Related Access Points

Name	Description
<a href="#">LAFS.K.W.1.AP.1a:</a>	Draw, dictate or write an idea about a topic or text.
<a href="#">LAFS.K.W.1.AP.1b:</a>	State an opinion or preference about the topic.
<a href="#">LAFS.K.W.1.AP.1c:</a>	Write, draw or dictate an opinion statement about a topic or book of interest.

[LAFS.K.W.1.2:](#)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### Related Access Points

Name	Description
<a href="#">LAFS.K.W.1.AP.2a:</a>	With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.
<a href="#">LAFS.K.W.1.AP.2b:</a>	Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).
<a href="#">LAFS.K.W.1.AP.2c:</a>	Organize information on a topic that includes two pieces of relevant content.

[LAFS.K.W.1.3:](#)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Related Access Points

Name	Description
<a href="#">LAFS.K.W.1.AP.3a:</a>	Use a combination of drawing, dictating and writing when generating story ideas in response to a topic, text or stimulus (e.g., event, photo, text, daily writing log).
<a href="#">LAFS.K.W.1.AP.3b:</a>	Write, dictate or draw about an event.
<a href="#">LAFS.K.W.1.AP.3c:</a>	Describe a single event or a series of events using drawings or simple sentences.

[LAFS.K.W.2.5:](#)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### Related Access Points

Name	Description
<a href="#">LAFS.K.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<a href="#">LAFS.K.W.2.AP.5b:</a>	With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.K.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

[LAFS.K.W.2.6:](#)

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Related Access Points

Name	Description
<a href="#">LAFS.K.W.2.AP.6a:</a>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

[LAFS.K.W.3.7:](#)

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

### Related Access Points

Name	Description
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[LAFS.K.W.3.AP.7a:](#) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

[LAFS.K.W.3.8:](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.3.AP.8a:</a>	Identify various sources that can be used to gather information (e.g., library books, magazines, Internet) or to answer questions (e.g., how do we find out?).
<a href="#">LAFS.K.W.3.AP.8b:</a>	Use provided illustrations or visual displays to gain information on a topic.
<a href="#">LAFS.K.W.3.AP.8c:</a>	With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.
<a href="#">LAFS.K.W.3.AP.8d:</a>	With guidance and support from adults, recall information from experiences to answer a question.

[SC.K.L.14.2:](#)

Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

#### Related Access Points

Name	Description
<a href="#">SC.K.L.14.In.2:</a>	Identify a behavior of an animal or plant in a book or other media that is not real.
<a href="#">SC.K.L.14.Su.2:</a>	Distinguish a real animal and an animal that is not a living thing, such as a toy animal.
<a href="#">SC.K.L.14.Pa.2:</a>	Distinguish between a plant and animal.

Collaborate with a partner to collect information.

[SC.K.N.1.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

#### Related Access Points

Name	Description
<a href="#">SC.K.N.1.In.1:</a>	Identify a partner to obtain information.
<a href="#">SC.K.N.1.Su.1:</a>	Collect a designated item with a partner.
<a href="#">SC.K.N.1.Pa.1:</a>	Share objects with a partner.

[SC.K.N.1.3:](#)

Keep records as appropriate -- such as pictorial records -- of investigations conducted.

#### Related Access Points

Name	Description
<a href="#">SC.K.N.1.In.3:</a>	Observe, explore, and create a visual representation of real objects.
<a href="#">SC.K.N.1.Su.3:</a>	Observe, explore, and match pictures to real objects.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

Explain the purpose and necessity of rules and laws at home, school, and community.

[SS.K.C.1.2:](#)

**Remarks/Examples:**  
Examples are attending school and wearing a seat belt.

#### Related Access Points

Name	Description
<a href="#">SS.K.C.1.In.b:</a>	Identify reasons for having rules at home and in the classroom.
<a href="#">SS.K.C.1.Su.b:</a>	Recognize reasons for having rules at home and in the classroom.
<a href="#">SS.K.C.1.Pa.b:</a>	Associate a simple rule with a behavior in the classroom.

Demonstrate the characteristics of being a good citizen.

[SS.K.C.2.1:](#)

**Remarks/Examples:**  
Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.

#### Related Access Points

Name	Description
<a href="#">SS.K.C.2.In.a:</a>	Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.
<a href="#">SS.K.C.2.Su.a:</a>	Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing.
<a href="#">SS.K.C.2.Pa.a:</a>	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.

[SS.K.C.2.2:](#)

Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

#### Related Access Points

Name	Description
<a href="#">SS.K.C.2.In.b:</a>	Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns.
<a href="#">SS.K.C.2.Su.b:</a>	Recognize a way to avoid conflicts with friends, such as by sharing.

There are more than 434 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12853>



# Access Language Arts - Grade 1 (#7710012)

{ [Language Arts - Grade 1 - 5010042](#) }

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<b>Course Number:</b> 7710012	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS LANG ART - 1
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s) Version:</b> 1	

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.1.B.3.1:</a>	Determine the meaning of warning labels and signs on hazardous products and places <b>Remarks/Examples:</b> Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.								
	<b>Related Access Points</b>								
	<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.1.B.3.In.a:</a></td> <td>Identify the meaning of common warning labels and signs on hazardous products and situations, such as burns, poison, and no-swimming areas.</td> </tr> <tr> <td><a href="#">HE.1.B.3.Su.a:</a></td> <td>Recognize the meaning of a warning label or sign for a hazardous product.</td> </tr> <tr> <td><a href="#">HE.1.B.3.Pa.a:</a></td> <td>Recognize a selected warning sign of a product that is harmful, such as poisonous products.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.1.B.3.In.a:</a>	Identify the meaning of common warning labels and signs on hazardous products and situations, such as burns, poison, and no-swimming areas.	<a href="#">HE.1.B.3.Su.a:</a>	Recognize the meaning of a warning label or sign for a hazardous product.	<a href="#">HE.1.B.3.Pa.a:</a>	Recognize a selected warning sign of a product that is harmful, such as poisonous products.
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<a href="#">HE.1.B.3.Pa.a:</a>	Recognize a selected warning sign of a product that is harmful, such as poisonous products.								
<a href="#">HE.1.B.3.2:</a>	Identify trusted adults and professionals who can help promote health. <b>Remarks/Examples:</b> Parent, teacher, coach, counselor, and school nurse.								
	<b>Related Access Points</b>								
	<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> </tbody> </table>	Name	Description						
Name	Description								

[HE.1.B.3.In.b:](#) Recognize trusted adults and professionals who can help promote health, such as fire rescue/EMT, police, counselors, nurses, dentists, and doctors.

[HE.1.B.3.Su.b:](#) Recognize trusted adults and professionals who can help promote health at school, such as a teacher, a counselor, and the school nurse.

[HE.1.B.3.Pa.b:](#) Recognize a trusted adult in the classroom who can help promote health, such as a teacher.

Identify healthy ways to express needs, wants, and feelings.

[HE.1.B.4.1:](#)

**Remarks/Examples:**

Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."

**Related Access Points**

Name	Description
<a href="#">HE.1.B.4.In.a:</a>	Recognize healthy ways to express needs, wants, and feelings in the classroom, such as telling the teacher about needs or fears, and reporting aggression.
<a href="#">HE.1.B.4.Su.a:</a>	Recognize a healthy way to express needs and wants in the classroom, such as telling the teacher or reporting aggression.
<a href="#">HE.1.B.4.Pa.a:</a>	Recognize a way to communicate a personal need or want in the classroom.

Describe good listening skills to enhance health.

[HE.1.B.4.2:](#)

**Remarks/Examples:**

Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.

**Related Access Points**

Name	Description
<a href="#">HE.1.B.4.In.b:</a>	Identify good listening skills that enhance health, such as focusing on the speaker and not interrupting.
<a href="#">HE.1.B.4.Su.b:</a>	Recognize good listening skills that enhance health, such as focusing on the speaker and not interrupting.
<a href="#">HE.1.B.4.Pa.b:</a>	Recognize a good listening behavior to enhance health, such as looking at the person who is speaking.

Describe ways to respond when in an unwanted, threatening, or dangerous situation.

[HE.1.B.4.3:](#)

**Remarks/Examples:**

Leave, tell a trusted adult, and say "no."

**Related Access Points**

Name	Description
<a href="#">HE.1.B.4.In.c:</a>	Identify ways to respond in an unwanted, threatening, or dangerous situation, such as leaving, telling a trusted adult, and saying "no."
<a href="#">HE.1.B.4.Su.c:</a>	Recognize ways to respond to threatening classroom situations, such as leaving, telling a trusted adult, and saying "no."
<a href="#">HE.1.B.4.Pa.c:</a>	Recognize a way to respond in a selected unwanted or threatening situation.

Describe situations when a health-related decision can be made individually or when assistance is needed.

[HE.1.B.5.1:](#)

**Remarks/Examples:**

Crossing a street, choosing foods, washing hands, and participating in recreational water activities.

**Related Access Points**

Name	Description
<a href="#">HE.1.B.5.In.a:</a>	Identify situations when a health-related decision can be made individually or when assistance is needed, such as crossing the street, making food choices, and washing hands.
<a href="#">HE.1.B.5.Su.a:</a>	Identify selected situations when a health-related decision requires personal assistance, such as making healthy food choices and handling sharp objects.
<a href="#">HE.1.B.5.Pa.a:</a>	Recognize a classroom situation when a health-related decision requires personal assistance, such as making healthy food choices.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

[LAFS.1.L.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.1.L.1.AP.1a:</a>	Use frequently occurring nouns in speaking or writing.
<a href="#">LAFS.1.L.1.AP.1b:</a>	Print upper- and lowercase letters.
<a href="#">LAFS.1.L.1.AP.1c:</a>	Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing or speaking.
<a href="#">LAFS.1.L.1.AP.1d:</a>	Use frequently occurring adjectives in speaking or writing.
<a href="#">LAFS.1.L.1.AP.1e:</a>	Use singular and plural nouns with matching verbs in basic sentences when speaking or writing.

[LAFS.1.L.1.AP.1f](#): Use verbs to convey a sense of past, present or future in writing or speaking.

[LAFS.1.L.1.AP.1g](#): Use frequently occurring prepositions (e.g., on, in) in speaking or writing.

[LAFS.1.L.1.AP.1h](#): Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing or speaking.

[LAFS.1.L.1.AP.1i](#): Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

[LAFS.1.L.1.2:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.1.L.1.AP.2a</a> :	Use end punctuation for sentences.
<a href="#">LAFS.1.L.1.AP.2b</a> :	Use capitalization of first word in sentence, pronoun "I," dates and names of people.
<a href="#">LAFS.1.L.1.AP.2c</a> :	Use conventional spelling for words with common spelling patterns.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

[LAFS.1.L.3.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.1.L.3.AP.4a</a> :	Use frequently occurring affixes as a clue to determine the meaning of the word.
<a href="#">LAFS.1.L.3.AP.4b</a> :	Use context within a sentence as a clue to determine the meaning of a word or phrase.

With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

[LAFS.1.L.3.5:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.1.L.3.AP.5a</a> :	With guidance and support, identify the category for a given word (e.g., a duck is a bird).
<a href="#">LAFS.1.L.3.AP.5b</a> :	With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
<a href="#">LAFS.1.L.3.AP.5c</a> :	With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
<a href="#">LAFS.1.L.3.AP.5d</a> :	With guidance and support, use newly acquired words in real-life context.

[LAFS.1.L.3.6:](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

### Related Access Points

Name	Description
<a href="#">LAFS.1.L.3.AP.6a</a> :	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<a href="#">LAFS.1.L.3.AP.6b</a> :	With guidance and support, use newly acquired words in real-life context.
<a href="#">LAFS.1.L.3.AP.6c</a> :	Use frequently occurring conjunctions to signal simple relationships.

[LAFS.1.RF.1.1:](#)

Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Related Access Points

Name	Description
<a href="#">LAFS.1.RF.1.AP.1a</a> :	Recognize the distinguishing features of a sentence (e.g., ending punctuation).
<a href="#">LAFS.1.RF.1.AP.1b</a> :	Recognize the distinguishing features of a sentence (e.g., first word, capitalization).

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.

[LAFS.1.RF.2.2:](#)

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RF.2.AP.2a:</a>	Identify long or short vowel sounds in spoken single-syllable words.
<a href="#">LAFS.1.RF.2.AP.2b:</a>	Produce single-syllable words by blending the individual sounds (phonemes) together, including consonant blends.
<a href="#">LAFS.1.RF.2.AP.2c:</a>	Isolate and/or produce initial sound in consonant-vowel-consonant (CVC) words.
<a href="#">LAFS.1.RF.2.AP.2d:</a>	Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.
<a href="#">LAFS.1.RF.2.AP.2e:</a>	Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.
<a href="#">LAFS.1.RF.2.AP.2f:</a>	Orally produce the complete sequence of individual sounds (phonemes) in single-syllable words.

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

[LAFS.1.RF.3.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RF.3.AP.3a:</a>	Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).
<a href="#">LAFS.1.RF.3.AP.3b:</a>	Decode regularly spelled consonant-vowel-consonant (CVC), CV and VC words.
<a href="#">LAFS.1.RF.3.AP.3c:</a>	Recognize silent e as the reason the vowel sound is a long vowel sound in a word.
<a href="#">LAFS.1.RF.3.AP.3d:</a>	Determine the number of syllables in a printed word based on knowledge that every syllable must have a vowel sound.
<a href="#">LAFS.1.RF.3.AP.3e:</a>	Recognize and pronounce two-syllable words by using knowledge of how to break words into syllables.
<a href="#">LAFS.1.RF.3.AP.3f:</a>	Read or identify frequently occurring words with inflectional endings.
<a href="#">LAFS.1.RF.3.AP.3g:</a>	Recognize and pronounce grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[LAFS.1.RF.4.4:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RF.4.AP.4a:</a>	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
<a href="#">LAFS.1.RF.4.AP.4b:</a>	Read grade-level text with accuracy and appropriate rate on successive attempts.
<a href="#">LAFS.1.RF.4.AP.4c:</a>	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.

[LAFS.1.RI.1.1:](#)

Ask and answer questions about key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.1a:</a>	Answer questions about key details in a text read, read aloud or viewed.
<a href="#">LAFS.1.RI.1.AP.1b:</a>	Ask questions about key details in a text read, read aloud or viewed.

[LAFS.1.RI.1.2:](#)

Identify the main topic and retell key details of a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.2a:</a>	Discuss key details and the main topic of a preferred text.
<a href="#">LAFS.1.RI.1.AP.2b:</a>	Identify the main topic of an informational text.
<a href="#">LAFS.1.RI.1.AP.2c:</a>	Retell/identify key details in an informational text.

[LAFS.1.RI.1.3:](#)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.3a:</a>	Describe the connection between two individuals in a text.
<a href="#">LAFS.1.RI.1.AP.3b:</a>	Describe the connection between events in a text.
<a href="#">LAFS.1.RI.1.AP.3c:</a>	Describe the connection between pieces of information in a text.

[LAFS.1.RI.2.4:](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4c:</a>	Ask questions to help determine or clarify the meaning of phrases in a text.
<a href="#">LAFS.1.RI.2.AP.4d:</a>	Answer questions to help determine or clarify the meaning of phrases in a text.

[LAFS.1.RI.2.5:](#)

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.5a:</a>	Identify text features to aid comprehension.
<a href="#">LAFS.1.RI.2.AP.5b:</a>	Use text features to aid comprehension.
<a href="#">LAFS.1.RI.2.AP.5c:</a>	Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.

[LAFS.1.RI.2.6:](#)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.6a:</a>	Identify the information provided by pictures or other illustrations in a text.
<a href="#">LAFS.1.RI.2.AP.6b:</a>	Identify the information provided by words in a text.
<a href="#">LAFS.1.RI.2.AP.6c:</a>	Compare and contrast the information provided by pictures or other illustrations in a text.
<a href="#">LAFS.1.RI.2.AP.6d:</a>	Compare and contrast the information provided by words in a text.

[LAFS.1.RI.3.7:](#)

Use the illustrations and details in a text to describe its key ideas.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.7a:</a>	Use the photos, diagrams or graphics in a text to describe or identify its key ideas.
<a href="#">LAFS.1.RI.3.AP.7b:</a>	Use the details in a text to describe its key ideas.

[LAFS.1.RI.3.8:](#)

Identify the reasons an author gives to support points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.8a:</a>	Identify the facts and details an author gives to support points in a text.

[LAFS.1.RI.3.9:](#)

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.9a:</a>	Identify basic similarities in two texts on the same topic (e.g., in illustrations, descriptions or procedures).
<a href="#">LAFS.1.RI.3.AP.9b:</a>	Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

[LAFS.1.RI.4.10:](#)

With prompting and support, read informational texts appropriately complex for grade 1.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.4.AP.10a:</a>	Choose text of increasing complexity to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).

[LAFS.1.RL.1.1:](#)

Ask and answer questions about key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.1.AP.1a:</a>	Answer questions about key details in a story (e.g., who, what, when, where, why).
<a href="#">LAFS.1.RL.1.AP.1b:</a>	Ask questions about key details in a familiar story.

[LAFS.1.RL.1.2:](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.1.AP.2a:</a>	Retell a favorite text, including key details.
<a href="#">LAFS.1.RL.1.AP.2b:</a>	Use details to tell what happened in a story.
<a href="#">LAFS.1.RL.1.AP.2c:</a>	Retell the sequence of events in a story.
<a href="#">LAFS.1.RL.1.AP.2d:</a>	Retell stories and demonstrate understanding of their central message or lesson.

[LAFS.1.RL.1.3:](#) Describe characters, settings, and major events in a story, using key details.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.1.AP.3a:</a>	Identify events in a familiar story.
<a href="#">LAFS.1.RL.1.AP.3b:</a>	Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.
<a href="#">LAFS.1.RL.1.AP.3c:</a>	Identify and/or describe the characters from a story.
<a href="#">LAFS.1.RL.1.AP.3d:</a>	Identify and/or describe a major event from a story.
<a href="#">LAFS.1.RL.1.AP.3e:</a>	Answer questions regarding key events of stories.
<a href="#">LAFS.1.RL.1.AP.3f:</a>	Identify and/or describe a setting in a story.
<a href="#">LAFS.1.RL.1.AP.3g:</a>	Describe feelings of characters.

[LAFS.1.RL.2.4:](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4c:</a>	Ask questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4d:</a>	Answer questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.

[LAFS.1.RL.2.5:](#) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.2.AP.5a:</a>	Read books to examine how certain genres are written (e.g., to tell stories or give information).
<a href="#">LAFS.1.RL.2.AP.5b:</a>	Identify the purpose of storybooks and informational text.

[LAFS.1.RL.2.6:](#) Identify who is telling the story at various points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.2.AP.6a:</a>	Identify different points of view of different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?)

[LAFS.1.RL.3.7:](#) Use illustrations and details in a story to describe its characters, setting, or events.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.3.AP.7a:</a>	Use text features to aid comprehension.
<a href="#">LAFS.1.RL.3.AP.7b:</a>	Use key illustrations in the story to describe the story's characters, settings or events.
<a href="#">LAFS.1.RL.3.AP.7c:</a>	Use illustrations and details in a story to describe its characters, setting or events.

[LAFS.1.RL.3.9:](#) Compare and contrast the adventures and experiences of characters in stories.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.3.AP.9a:</a>	Compare and contrast (what is the same and what is different) the experiences of characters in stories.
<a href="#">LAFS.1.RL.3.AP.9b:</a>	Compare and contrast the adventures of characters in stories.

[LAFS.1.RL.4.10:](#) With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.4.AP.10a:</a>	Choose narrative text (e.g., prose, poetry, story) or adapted text to read and reread, listen to or view for a variety purposes.

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - Ask questions to clear up any confusion about the topics and texts under discussion.

[LAFS.1.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<a href="#">LAFS.1.SL.1.AP.1b:</a>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<a href="#">LAFS.1.SL.1.AP.1c:</a>	Ask questions to clear up any confusion about the topics or texts under discussion.

[LAFS.1.SL.1.2:](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts or topics presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2b:</a>	Answer questions about key details in a story (e.g., who, what, when, where, why) or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2c:</a>	Ask questions about key details in a story or information presented orally or through other media.

[LAFS.1.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.1.SL.1.AP.3b:</a>	Answer questions about what a speaker says.

[LAFS.1.SL.2.4:](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.2.AP.4a:</a>	Retell a text, including key details.
<a href="#">LAFS.1.SL.2.AP.4b:</a>	Describe factual information about people, places, things and events with relevant details orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4c:</a>	Present, orally or in writing, factual information of familiar people, places, things and events describing subtopics of larger topics.
<a href="#">LAFS.1.SL.2.AP.4d:</a>	Describe ideas about familiar people, places, things and events with details orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4e:</a>	Describe people, places, things and events with relevant details.
<a href="#">LAFS.1.SL.2.AP.4f:</a>	Describe a single event or a series of events that includes details about what happened orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4g:</a>	Describe familiar people, places, things and events with details orally or in writing.

[LAFS.1.SL.2.5:](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.2.AP.5a:</a>	Use drawings or visual displays to add detail to written products or oral discussions.

[LAFS.1.SL.2.6:](#)

Produce complete sentences when appropriate to task and situation.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.2.AP.6a:</a>	Engage in small or large group discussions by sharing one's own writing.
<a href="#">LAFS.1.SL.2.AP.6b:</a>	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to the task and situation.

[LAFS.1.W.1.1:](#)

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.1a:</a>	Use descriptions and details of familiar people, places, things and events to support an opinion.
<a href="#">LAFS.1.W.1.AP.1b:</a>	Write, draw or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.
<a href="#">LAFS.1.W.1.AP.1c:</a>	Organize an opinion piece starting with a topical or opinion statement followed by reasons.
<a href="#">LAFS.1.W.1.AP.1d:</a>	Write an opinion piece that includes a sense of closure.

[LAFS.1.W.1.2:](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.2a:</a>	Write simple statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.1.W.1.AP.2b:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.1.W.1.3:](#)

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.3a:</a>	Describe orally or in writing a single event or a series of events that includes details about what happened.
<a href="#">LAFS.1.W.1.AP.3b:</a>	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
<a href="#">LAFS.1.W.1.AP.3c:</a>	Write a narrative that includes a sense of closure.

[LAFS.1.W.2.5:](#)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Related Access Points

Name	Description
<a href="#">LAFS.1.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.
<a href="#">LAFS.1.W.2.AP.5b:</a>	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.1.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<a href="#">LAFS.1.W.2.AP.5d:</a>	With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.
<a href="#">LAFS.1.W.2.AP.5e:</a>	With guidance and support from adults, work with a peer to evaluate a permanent product.

[LAFS.1.W.2.6:](#)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.W.2.AP.6a:</a>	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
<a href="#">LAFS.1.W.2.AP.6b:</a>	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.

[LAFS.1.W.3.7:](#)

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**Related Access Points**

Name	Description
<a href="#">LAFS.1.W.3.AP.7a:</a>	Participate in shared research to gather information about a topic (e.g., drawings, visual displays, labels).
<a href="#">LAFS.1.W.3.AP.7b:</a>	Participate in a shared writing project to produce a product to represent the group's research.
<a href="#">LAFS.1.W.3.AP.7c:</a>	Generate ideas and/or opinions when participating in shared writing projects.

[LAFS.1.W.3.8:](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.W.3.AP.8a:</a>	With guidance and support from adults, recall information from experiences to answer a question.
<a href="#">LAFS.1.W.3.AP.8b:</a>	Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).
<a href="#">LAFS.1.W.3.AP.8c:</a>	Use illustrations and details in a text to obtain facts and compose information on a topic.

Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

[SC.1.N.1.2:](#)

**Remarks/Examples:**  
 Florida Standards Connections: [LAFS.1.W.3.8](#). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
  
 Refer to MAFS.K12.MP.5: Use appropriate tools strategically.

**Related Access Points**

Name	Description
<a href="#">SC.1.N.1.In.2:</a>	Use careful observation to identify objects based on size, shape, color, or texture.
<a href="#">SC.1.N.1.Su.2:</a>	Recognize differences in objects through observation of size, shape, or color
<a href="#">SC.1.N.1.Pa.2:</a>	Recognize common objects as the same.

Keep records as appropriate - such as pictorial and written records - of investigations conducted.

[SC.1.N.1.3:](#)

**Remarks/Examples:**  
 Florida Standards Connections: [MAFS.1.MD.3.4](#). Organize, represent, and interpret data with up to three categories ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**Related Access Points**

Name	Description
<a href="#">SC.1.N.1.In.3:</a>	Draw pictures about investigations conducted.
<a href="#">SC.1.N.1.Su.3:</a>	Contribute to group recordings of observations.
<a href="#">SC.1.N.1.Pa.1:</a>	Recognize common objects in the environment.

Explain the purpose of rules and laws in the school and community.

[SS.1.C.1.1:](#)

**Remarks/Examples:**  
 Examples are keeping order and ensuring safety.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.1.In.a:</a>	Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.
<a href="#">SS.1.C.1.Su.a:</a>	Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.
<a href="#">SS.1.C.1.Pa.a:</a>	Associate a classroom rule with a consequence.

Explain the rights and responsibilities students have in the school community.

[SS.1.C.2.1:](#)

**Remarks/Examples:**

Examples are not littering, coming to school on time, and having a safe learning environment.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.2.In.a:</a>	Identify student responsibilities in the classroom and school, such as completing tasks and following rules.
<a href="#">SS.1.C.2.Su.a:</a>	Recognize ways to be responsible in the classroom, such as completing tasks.
<a href="#">SS.1.C.2.Pa.a:</a>	Associate completing a task with a classroom responsibility.

Recognize symbols and individuals that represent American constitutional democracy.

[SS.1.C.3.2:](#)

**Remarks/Examples:**

Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.3.In.b:</a>	Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president.
<a href="#">SS.1.C.3.Su.b:</a>	Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.
<a href="#">SS.1.C.3.Pa.b:</a>	Recognize the American flag.

There are more than 515 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12854>



# Access Language Arts - Grade 2 (#7710013)

{ [Language Arts - Grade 2 - 5010043](#) }

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<b>Course Number:</b> 7710013	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS LANG ART - 2
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s) Version:</b> 2	

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.2.B.3.1:</a>	Understand the meaning of warning labels and signs on hazardous products. <b>Remarks/Examples:</b> Hazardous-waste sign and medication labels.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.2.B.3.In.a:</a>	Describe the meaning of common warning labels and signs on hazardous products and situations, such as poison labels, medication labels, and hazardous-waste signs.
<a href="#">HE.2.B.3.Su.a:</a>	Recognize the meaning of warning labels and signs on hazardous products, such as poison labels and hazardous-waste signs.
<a href="#">HE.2.B.3.Pa.a:</a>	Recognize selected warning signs or symbols on dangerous products.
<a href="#">HE.2.B.3.2:</a>	Select trusted adults and professionals who can help promote health. <b>Remarks/Examples:</b> Family members, educators, and environmentalists.
<b>Related Access Points</b>	
Name	Description

<a href="#">HE.2.B.3.In.b:</a>	Identify trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.
<a href="#">HE.2.B.3.Su.b:</a>	Recognize trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.
<a href="#">HE.2.B.3.Pa.b:</a>	Recognize a trusted adult in the classroom and school who can help promote health, such as a teacher or the school nurse.

Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.

[HE.2.B.4.1:](#)

<b>Remarks/Examples:</b> Sharing feelings, following rules and directions, and waiting your turn to speak.
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**Related Access Points**

Name	Description
<a href="#">HE.2.B.4.In.a:</a>	Use healthy ways to express needs, wants, and feelings, such as making food choices and following rules.
<a href="#">HE.2.B.4.Su.a:</a>	Use selected healthy ways to express needs and wants in the classroom, such as making food choices and following rules.
<a href="#">HE.2.B.4.Pa.a:</a>	Communicate personal needs in the classroom, such as making food choices or following rules.

Demonstrate ways to respond to unwanted, threatening, or dangerous situations.

[HE.2.B.4.3:](#)

<b>Remarks/Examples:</b> Role playing: "How to tell a trusted adult or how to leave a dangerous situation <b>safely</b> ."
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**Related Access Points**

Name	Description
<a href="#">HE.2.B.4.In.c:</a>	Demonstrate selected ways to respond in unwanted or threatening school situations, such as a bully, a weather emergency, or a stranger on the school grounds.
<a href="#">HE.2.B.4.Su.c:</a>	Demonstrate a way to respond in unwanted or threatening school situations, such as a bully, a weather emergency, or a stranger on the school grounds.
<a href="#">HE.2.B.4.Pa.c:</a>	Recognize a healthy way to respond to a threatening or harmful situation, such as a fire alarm.

Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

[HE.2.B.5.1:](#)

<b>Remarks/Examples:</b> When you think your friend is in trouble and food choices.
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**Related Access Points**

Name	Description
<a href="#">HE.2.B.5.In.a:</a>	Name situations when a health-related decision can be made individually or when assistance is needed, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.
<a href="#">HE.2.B.5.Su.a:</a>	Identify common situations when a health-related decision can be made individually or when personal assistance is required, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.
<a href="#">HE.2.B.5.Pa.a:</a>	Indicate an awareness of health-related decisions, such as choosing child-appropriate media, engaging in physical activity, and making food choices.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.2.L.1.1:](#)

- a. Demonstrate legible printing skills.
- b. Use collective nouns (e.g., group).
- c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- d. Use reflexive pronouns (e.g., myself, ourselves).
- e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- f. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**Related Access Points**

Name	Description
<a href="#">LAFS.2.L.1.AP.1a:</a>	Use collective and irregular plural nouns in writing and speaking.
<a href="#">LAFS.2.L.1.AP.1b:</a>	Use past tense irregular verbs in writing and speaking.
<a href="#">LAFS.2.L.1.AP.1c:</a>	Use adjectives and adverbs in writing and speaking.
<a href="#">LAFS.2.L.1.AP.1d:</a>	Use reflexive pronouns (e.g., myself, ourselves) in writing and speaking.
<a href="#">LAFS.2.L.1.AP.1e:</a>	Produce and expand upon simple or compound sentences in writing and speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.2.L.1.2:](#)

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.L.1.AP.2a:</a>	Capitalize dates, name of people, holidays, product names and geographic names.

[LAFS.2.L.2.3:](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
 a. Compare formal and informal uses of English.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.L.2.AP.3a:</a>	Identify a given text as formal or informal English.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  
 a. Use sentence-level context as a clue to the meaning of a word or phrase.  
 b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  
 c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  
 d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  
 e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

[LAFS.2.L.3.4:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.2.L.3.AP.4a:</a>	Determine the meaning of a new word formed when a known prefix is added to the known word or root.
<a href="#">LAFS.2.L.3.AP.4b:</a>	Use knowledge of the meaning of individual words to predict the meaning of compound words.
<a href="#">LAFS.2.L.3.AP.4c:</a>	Use sentence context as a clue to the meaning of a word or phrase.
<a href="#">LAFS.2.L.3.AP.4d:</a>	Use a glossary or beginning dictionary to determine the meaning of a word.

Demonstrate understanding of word relationships and nuances in word meanings.  
 a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  
 b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

[LAFS.2.L.3.5:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.2.L.3.AP.5a:</a>	Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.
<a href="#">LAFS.2.L.3.AP.5b:</a>	Use newly acquired words in real-life context.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

[LAFS.2.L.3.6:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.2.L.3.AP.6a:</a>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<a href="#">LAFS.2.L.3.AP.6b:</a>	Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).
<a href="#">LAFS.2.L.3.AP.6c:</a>	Use newly acquired words in real-life context.
<a href="#">LAFS.2.L.3.AP.6d:</a>	Use adjectives to describe nouns.
<a href="#">LAFS.2.L.3.AP.6e:</a>	Use adverbs to describe verbs.

Know and apply grade-level phonics and word analysis skills in decoding words.  
 a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  
 b. Know spelling-sound correspondences for additional common vowel teams.  
 c. Decode regularly spelled two-syllable words with long vowels.  
 d. Decode words with common prefixes and suffixes.  
 e. Identify words with inconsistent but common spelling-sound correspondences.  
 f. Recognize and read grade-appropriate irregularly spelled words.

[LAFS.2.RF.3.3:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RF.3.AP.3a:</a>	Identify long and short vowels in regularly spelled one-syllable words.
<a href="#">LAFS.2.RF.3.AP.3b:</a>	Decode regularly spelled one-syllable words with long vowels.
<a href="#">LAFS.2.RF.3.AP.3c:</a>	Decode regularly spelled two-syllable words with long vowels.
<a href="#">LAFS.2.RF.3.AP.3d:</a>	Decode words with common prefixes and suffixes.
<a href="#">LAFS.2.RF.3.AP.3e:</a>	Identify words with inconsistent but common spelling-sound correspondences.
<a href="#">LAFS.2.RF.3.AP.3f:</a>	Recognize and/or read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.  
 a. Read on-level text with purpose and understanding.

[LAFS.2.RF.4.4:](#)

- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RF.4.AP.4a:</a>	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
<a href="#">LAFS.2.RF.4.AP.4b:</a>	Identify grade-level words with accuracy and on successive attempts.
<a href="#">LAFS.2.RF.4.AP.4c:</a>	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.
<a href="#">LAFS.2.RF.4.AP.4d:</a>	Use context to confirm or self-correct word recognition.

[LAFS.2.RI.1.1:](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.1a:</a>	Answer who, what, where, when, why and how questions from informational text.

[LAFS.2.RI.1.2:](#)

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.2a:</a>	Identify the main topic of a multi-paragraph informational text.
<a href="#">LAFS.2.RI.1.AP.2b:</a>	Identify the focus of specific paragraphs within in an informational text.

[LAFS.2.RI.1.3:](#)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.3a:</a>	Identify the connection between a series of historical events in an informational text.
<a href="#">LAFS.2.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text and describe how they are connected.
<a href="#">LAFS.2.RI.1.AP.3c:</a>	Identify the connection between scientific ideas or concepts in an informational text.

[LAFS.2.RI.2.4:](#)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.4a:</a>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

[LAFS.2.RI.2.5:](#)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.5a:</a>	Identify and use various text features to locate key facts or information in a text efficiently.

[LAFS.2.RI.2.6:](#)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.6a:</a>	Identify the main purpose of a text, including what question the author is answering, explaining or describing.

[LAFS.2.RI.3.7:](#)

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.3.AP.7a:</a>	Explain or identify what specific images teach the reader to do or tell the reader.

[LAFS.2.RI.3.8:](#)

Describe how an author uses reasons to support specific points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.3.AP.8a:</a>	Identify the facts and details an author gives to support points in a text.
<a href="#">LAFS.2.RI.3.AP.8b:</a>	Describe how facts and details support specific points the author makes in a text.

[LAFS.2.RI.3.9:](#)

Compare and contrast the most important points presented by two texts on the same topic.

#### Related Access Points

Name	Description
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[LAFS.2.RI.3.AP.9a:](#) Compare the most important points presented by two texts on the same topic.

[LAFS.2.RI.3.AP.9b:](#) Contrast the most important points presented by two texts on the same topic.

[LAFS.2.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for understanding.
<a href="#">LAFS.2.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.2.RI.4.AP.10c:</a>	Discuss key details and main topic of an informational text.

[LAFS.2.RL.1.1:](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.1.AP.1a:</a>	Answer who, what, where, when, why and how questions using key details from text.
<a href="#">LAFS.2.RL.1.AP.1b:</a>	Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text.

[LAFS.2.RL.1.2:](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.1.AP.2a:</a>	Use details to recount stories, including fables and folktales from diverse cultures.
<a href="#">LAFS.2.RL.1.AP.2b:</a>	Determine the central message, lesson or moral of fables and folktales from diverse cultures.

[LAFS.2.RL.1.3:](#)

Describe how characters in a story respond to major events and challenges.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.1.AP.3a:</a>	Describe or select a description of a major event or problem in a story.
<a href="#">LAFS.2.RL.1.AP.3b:</a>	Describe or select a description of how characters respond to major events or problems in a story.

[LAFS.2.RL.2.4:](#)

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.2.AP.4a:</a>	Identify the literary devices (e.g., regular beats, alliteration, rhymes, repeated lines) in a story, poem or song.
<a href="#">LAFS.2.RL.2.AP.4b:</a>	Describe how the literary devices (e.g., regular beats, alliteration, rhymes, repeated lines) supply meaning in a story, poem or song.

[LAFS.2.RL.2.5:](#)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.2.AP.5a:</a>	Describe or select the description of what happened in (or key events from) the beginning of the story.
<a href="#">LAFS.2.RL.2.AP.5b:</a>	Describe or select the description of what happened in (or key events from) the end of the story.
<a href="#">LAFS.2.RL.2.AP.5c:</a>	Use signal words (e.g., then, while, because, when, after-before, later) to describe event sequence, actions and interactions in a story.

[LAFS.2.RL.2.6:](#)

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.2.AP.6a:</a>	Identify the different points of view of different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?).

[LAFS.2.RL.3.7:](#)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.3.AP.7a:</a>	Use illustrations and words in text to answer questions about the characters, key events, problem or solution in a story.
<a href="#">LAFS.2.RL.3.AP.7b:</a>	Use information gained from illustrations to describe elements within the setting.
<a href="#">LAFS.2.RL.3.AP.7c:</a>	Use information gained from illustrations and words in text to describe a character's feelings or what a character wanted.
<a href="#">LAFS.2.RL.3.AP.7d:</a>	Use information gained from illustrations and words in text to describe relationships between characters (e.g., mother/daughter, love/hate).

[LAFS.2.RL.3.9:](#)

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.3.AP.9a:</a>	Compare and contrast illustrations or visuals between two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<a href="#">LAFS.2.RL.3.AP.9b:</a>	Compare and contrast characters or events between two or more versions of the same story by different authors or from different cultures.

[LAFS.2.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.4.AP.10a:</a>	Choose narrative text or adapted text to read and reread, listen to or view for leisure purposes.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

[LAFS.2.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<a href="#">LAFS.2.SL.1.AP.1b:</a>	Build on others' talk in conversations by linking their comments to the remarks of others.

[LAFS.2.SL.1.2:](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts presented orally or through other media.
<a href="#">LAFS.2.SL.1.AP.2b:</a>	Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.

[LAFS.2.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.2.SL.1.AP.3b:</a>	Answer questions about what a speaker says in order to clarify misunderstandings.

[LAFS.2.SL.2.4:](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.2.AP.4a:</a>	Engage in small or large group discussions by sharing one's own writing.
<a href="#">LAFS.2.SL.2.AP.4b:</a>	Describe, orally or in writing, factual information about familiar people, places, things and events with details.
<a href="#">LAFS.2.SL.2.AP.4c:</a>	Provide at least two facts for each subtopic identified for a larger topic.
<a href="#">LAFS.2.SL.2.AP.4d:</a>	Describe ideas about familiar people, places, things and events.
<a href="#">LAFS.2.SL.2.AP.4e:</a>	Share a story or recount an experience with appropriate facts and relevant, descriptive details.
<a href="#">LAFS.2.SL.2.AP.4f:</a>	Describe a single event or a series of events that describes actions, thoughts or feelings.

[LAFS.2.SL.2.5:](#)

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.2.AP.5a:</a>	Use drawings or other visual displays to clarify ideas, thoughts and feelings.

[LAFS.2.SL.2.6:](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.2.AP.6a:</a>	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.

[LAFS.2.W.1.1:](#)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.1a:</a>	State an opinion or preference about the topic or text and at least one reason for the opinion.
<a href="#">LAFS.2.W.1.AP.1b:</a>	Connect gathered facts to support an opinion using linking words in persuasive writing.
<a href="#">LAFS.2.W.1.AP.1c:</a>	Write, draw or dictate an opinion statement, several reasons that support the opinion and a concluding statement about a topic or book of interest.
<a href="#">LAFS.2.W.1.AP.1d:</a>	Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.

[LAFS.2.W.1.2:](#) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.2a:</a>	Write statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.2.W.1.AP.2b:</a>	When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.
<a href="#">LAFS.2.W.1.AP.2c:</a>	Order factual statements to describe a sequence of events or explain a procedure.
<a href="#">LAFS.2.W.1.AP.2d:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.2.W.1.3:](#) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.3a:</a>	Describe a single event or a series of events that describes actions, thoughts or feelings.
<a href="#">LAFS.2.W.1.AP.3b:</a>	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
<a href="#">LAFS.2.W.1.AP.3c:</a>	Organize text providing information regarding who, what and why while maintaining a single focus.
<a href="#">LAFS.2.W.1.AP.3d:</a>	Write a narrative that includes a sense of closure.

[LAFS.2.W.2.5:](#) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<a href="#">LAFS.2.W.2.AP.5b:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<a href="#">LAFS.2.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.2.W.2.AP.5d:</a>	With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.
<a href="#">LAFS.2.W.2.AP.5e:</a>	With guidance and support from adults, work with a peer to revise a permanent product.
<a href="#">LAFS.2.W.2.AP.5f:</a>	With guidance and support from adults, work with a peer to edit a permanent product.

[LAFS.2.W.2.6:](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.2.AP.6a:</a>	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
<a href="#">LAFS.2.W.2.AP.6b:</a>	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.

[LAFS.2.W.3.7:](#) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.3.AP.7a:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<a href="#">LAFS.2.W.3.AP.7b:</a>	Generate ideas and/or opinions when participating in shared writing projects.

[LAFS.2.W.3.8:](#) Recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.3.AP.8a:</a>	Recall information from experiences to answer a question.
<a href="#">LAFS.2.W.3.AP.8b:</a>	With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.
<a href="#">LAFS.2.W.3.AP.8c:</a>	Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.
<a href="#">LAFS.2.W.3.AP.8d:</a>	Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.
<a href="#">LAFS.2.W.3.AP.8e:</a>	Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.
<a href="#">LAFS.2.W.3.AP.8f:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

[SC.2.N.1.1:](#) Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

#### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.1:</a>	Ask questions and make observations about things in the natural world.
<a href="#">SC.2.N.1.Su.1:</a>	Answer yes and no questions and make observations about common objects and actions in the natural world.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

[SC.2.N.1.3:](#) **Remarks/Examples:**  
Florida Standards Connections: [LAFS.2.W.3.8](#). Recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.1:</a>	Ask questions and make observations about things in the natural world.
<a href="#">SC.2.N.1.Su.1:</a>	Answer yes and no questions and make observations about common objects and actions in the natural world.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

[SC.2.N.1.5:](#) Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.K12.MP.5](#): Use appropriate tools strategically.

#### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.2:</a>	Identify information about objects based on observation.
<a href="#">SC.2.N.1.Su.2:</a>	Identify characteristics of objects based on observation.
<a href="#">SC.2.N.1.Pa.2:</a>	Use senses to recognize objects.

Identify ways citizens can make a positive contribution in their community.

[SS.2.C.2.4:](#) **Remarks/Examples:**  
Examples are volunteering and recycling.

#### Related Access Points

Name	Description
<a href="#">SS.2.C.2.In.d:</a>	Recognize ways citizens can contribute to the community, such as volunteering and recycling.
<a href="#">SS.2.C.2.Su.d:</a>	Recognize a way citizens can contribute to the community, such as volunteering or recycling.
<a href="#">SS.2.C.2.Pa.d:</a>	Recognize a contribution to the school, such as volunteering.

[SS.2.C.2.5:](#) Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

#### Related Access Points

Name	Description
<a href="#">SS.2.C.2.In.e:</a>	Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.
<a href="#">SS.2.C.2.Su.e:</a>	Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.
<a href="#">SS.2.C.2.Pa.e:</a>	Recognize that people from diverse backgrounds make contributions.

Recognize symbols, individuals, events, and documents that represent the United States.

[SS.2.C.3.2:](#) **Remarks/Examples:**  
Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.2.C.3.In.b:</a>	Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.
<a href="#">SS.2.C.3.Su.b:</a>	Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.
<a href="#">SS.2.C.3.Pa.b:</a>	Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.

There are more than 506 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12855>



# Access Language Arts - Grade 3 (#7710014)

{ [Language Arts - Grade 3 - 5010044](#) }

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<b>Course Number:</b> 7710014	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS LANG ART - 3
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 3	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.3.B.3.1:</a>	<p>Locate resources from home, school, and community that provide valid health information.</p> <p><b>Remarks/Examples:</b> Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.3.B.3.In.a:</a></td> <td>Identify a resource from home, school, and the community that provides valid health information, such as a website, brochure, or book.</td> </tr> <tr> <td><a href="#">HE.3.B.3.Su.a:</a></td> <td>Recognize a resource from home, school, or the community that provides valid health information, such as a website, brochure, or book.</td> </tr> <tr> <td><a href="#">HE.3.B.3.Pa.a:</a></td> <td>Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.3.B.3.In.a:</a>	Identify a resource from home, school, and the community that provides valid health information, such as a website, brochure, or book.	<a href="#">HE.3.B.3.Su.a:</a>	Recognize a resource from home, school, or the community that provides valid health information, such as a website, brochure, or book.	<a href="#">HE.3.B.3.Pa.a:</a>	Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.
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<a href="#">HE.3.B.3.Su.a:</a>	Recognize a resource from home, school, or the community that provides valid health information, such as a website, brochure, or book.								
<a href="#">HE.3.B.3.Pa.a:</a>	Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.								
<a href="#">HE.3.B.3.2:</a>	<p>Describe criteria for selecting health information, resources, products, and services.</p> <p><b>Remarks/Examples:</b> Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.</p>								

### Related Access Points

Name	Description
<a href="#">HE.3.B.3.In.b:</a>	Recognize criteria for selecting health resources, products, and services, such as the intended purpose and use.
<a href="#">HE.3.B.3.Su.b:</a>	Recognize criteria for selecting a common health product or service, such as the intended purpose.
<a href="#">HE.3.B.3.Pa.b:</a>	Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.

Identify effective verbal and nonverbal communication skills to enhance health.

[HE.3.B.4.1:](#)

<b>Remarks/Examples:</b> Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.
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### Related Access Points

Name	Description
<a href="#">HE.3.B.4.In.a:</a>	Recognize effective verbal and nonverbal communication skills to enhance health, such as using effective facial expressions, body language, and verbal cues.
<a href="#">HE.3.B.4.Su.a:</a>	Recognize an effective technique for verbal or nonverbal communication to enhance health, such as using effective facial expressions, body language, or verbal cues.
<a href="#">HE.3.B.4.Pa.a:</a>	Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

Demonstrate refusal skills that avoid or reduce health risks.

[HE.3.B.4.2:](#)

<b>Remarks/Examples:</b> Making clear statements, expressing feelings, asking for help, and learning how to say "no."
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### Related Access Points

Name	Description
<a href="#">HE.3.B.4.In.b:</a>	Demonstrate basic refusal skills to avoid or reduce health risks at school, such as making clear statements, expressing feelings, and asking for help.
<a href="#">HE.3.B.4.Su.b:</a>	Demonstrate a basic refusal skill to avoid or reduce health risks in the classroom, such as using conflict resolution, mediation, or assertive communication skills.
<a href="#">HE.3.B.4.Pa.b:</a>	Demonstrate refusal communication skills to reduce health risks in the classroom.

Demonstrate nonviolent strategies to manage or resolve conflict.

[HE.3.B.4.3:](#)

<b>Remarks/Examples:</b> Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.
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### Related Access Points

Name	Description
<a href="#">HE.3.B.4.In.c:</a>	Demonstrate selected nonviolent strategies to manage or resolve a conflict at school, such as using conflict resolution, mediation, or assertive-communication skills.
<a href="#">HE.3.B.4.Su.c:</a>	Demonstrate a selected nonviolent strategy to manage or resolve conflict in the classroom, such as using conflict resolution, mediation, or assertive-communication skills.
<a href="#">HE.3.B.4.Pa.c:</a>	Demonstrate refusal communication skills to reduce health risks in the classroom.

Explain ways to ask for assistance to enhance personal health.

[HE.3.B.4.4:](#)

<b>Remarks/Examples:</b> Group discussions, ask orally, and ask in writing.
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### Related Access Points

Name	Description
<a href="#">HE.3.B.4.In.d:</a>	Identify ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing.
<a href="#">HE.3.B.4.Su.d:</a>	Recognize ways to ask for assistance to enhance personal health, such as group discussion, verbalizing, and writing.
<a href="#">HE.3.B.4.Pa.d:</a>	Recognize a way to ask for assistance to enhance personal health.

Recognize circumstances that can help or hinder healthy decision making.

[HE.3.B.5.1:](#)

<b>Remarks/Examples:</b> Media health messages, practices of family and peers, and knowledge of topic.
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### Related Access Points

Name	Description
<a href="#">HE.3.B.5.In.a:</a>	Recognize common circumstances that can help or hinder healthy decision making, such as media health messages, peer and family advice, or lack of knowledge.
<a href="#">HE.3.B.5.Su.a:</a>	Recognize a selected circumstance that can help healthy decision making, such as media health messages or peer and family advice.
<a href="#">HE.3.B.5.Pa.a:</a>	Recognize a choice related to health.

Describe ways a safe, healthy classroom can promote personal health.

[HE.3.C.1.3:](#)

**Remarks/Examples:**

Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.

**Related Access Points**

Name	Description
<a href="#">HE.3.C.1.In.c:</a>	Identify ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand-sanitation supplies, and having respect for others.
<a href="#">HE.3.C.1.Su.c:</a>	Recognize ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand-sanitation supplies, and having respect for others.
<a href="#">HE.3.C.1.Pa.c:</a>	Recognize a way a safe, healthy classroom promotes personal health, such as having sanitized surfaces.

Discuss the positive and negative impacts media may have on health.

[HE.3.C.2.5:](#)

**Remarks/Examples:**

Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.

**Related Access Points**

Name	Description
<a href="#">HE.3.C.2.In.e:</a>	Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising and a negative impact—inactivity or violence.
<a href="#">HE.3.C.2.Su.e:</a>	Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.
<a href="#">HE.3.C.2.Pa.e:</a>	Recognize a positive impact media or technology may have on health, such as promoting healthy food choices.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.3.L.1.1:](#)

- a. Demonstrate beginning cursive writing skills.
- b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- c. Form and use regular and irregular plural nouns.
- d. Use abstract nouns (e.g., childhood, friendship, courage).
- e. Form and use regular and irregular verbs.
- f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- g. Ensure subject-verb and pronoun-antecedent agreement.
- h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- i. Use coordinating and subordinating conjunctions.
- j. Produce simple, compound, and complex sentences.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.L.1.AP.1a:</a>	Demonstrate beginning cursive writing skills.
<a href="#">LAFS.3.L.1.AP.1b:</a>	Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs within sentences.
<a href="#">LAFS.3.L.1.AP.1c:</a>	Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs.
<a href="#">LAFS.3.L.1.AP.1d:</a>	Use simple and compound sentences in informative/explanatory writing.
<a href="#">LAFS.3.L.1.AP.1e:</a>	Write sentences using correct subject-verb and pronoun-antecedent agreement.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.3.L.1.2:](#)

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.L.1.AP.2a:</a>	Capitalize words in holidays, product names, geographic names and appropriate words in a title.
<a href="#">LAFS.3.L.1.AP.2b:</a>	Use quotation marks within writing.
<a href="#">LAFS.3.L.1.AP.2c:</a>	Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.
<a href="#">LAFS.3.L.1.AP.2d:</a>	Form possessives.
<a href="#">LAFS.3.L.1.AP.2e:</a>	Use commas accurately in addresses or dialogue within writing.
<a href="#">LAFS.3.L.1.AP.2f:</a>	Use dictionaries as reference tools.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[LAFS.3.L.2.3:](#)

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

### Related Access Points

Name	Description
<a href="#">LAFS.3.L.2.AP.3a:</a>	Choose words and phrases for appropriate effect (e.g., to inform) within writing.
<a href="#">LAFS.3.L.2.AP.3b:</a>	Compare and contrast differences between spoken and standard written English.

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

[LAFS.3.L.3.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.3.L.3.AP.4a:</a>	Use a known root word as a clue to the meaning of an unknown word with the same root.
<a href="#">LAFS.3.L.3.AP.4b:</a>	Determine the meaning of the new word formed when a known affix is added to a known word.
<a href="#">LAFS.3.L.3.AP.4c:</a>	Use sentence context as a clue to the meaning of a new word, phrase or multiple-meaning word.
<a href="#">LAFS.3.L.3.AP.4d:</a>	Use a glossary or dictionary to determine the meaning of a word.

Demonstrate understanding of word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

[LAFS.3.L.3.5:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.3.L.3.AP.5a:</a>	Identify and sort shades of meaning words from general to specific or lesser to specific.
<a href="#">LAFS.3.L.3.AP.5b:</a>	Identify word relationships and meanings of homonyms, synonyms and antonyms.
<a href="#">LAFS.3.L.3.AP.5c:</a>	Use newly acquired words in real-life context.
<a href="#">LAFS.3.L.3.AP.5d:</a>	Distinguish literal from non-literal meanings of words and phrases in context.

Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

[LAFS.3.L.3.6:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.3.L.3.AP.6a:</a>	Use newly acquired conversational and general academic words and phrases accurately.
<a href="#">LAFS.3.L.3.AP.6b:</a>	Use newly acquired domain-specific words and phrases accurately.
<a href="#">LAFS.3.L.3.AP.6c:</a>	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.

Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.

[LAFS.3.RF.3.3:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.3.RF.3.AP.3a:</a>	Identify the meaning of most common prefixes.
<a href="#">LAFS.3.RF.3.AP.3b:</a>	Identify the meaning of most common suffixes.
<a href="#">LAFS.3.RF.3.AP.3c:</a>	Decode multi-syllable words.
<a href="#">LAFS.3.RF.3.AP.3d:</a>	Recognize and/or read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[LAFS.3.RF.4.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.3.RF.4.AP.4a:</a>	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
<a href="#">LAFS.3.RF.4.AP.4b:</a>	Identify grade-level words with accuracy.
<a href="#">LAFS.3.RF.4.AP.4c:</a>	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.

[LAFS.3.RF.4.AP.4d](#): Use context to confirm or self-correct word recognition.

[LAFS.3.RI.1.1](#): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.1a</a>	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">LAFS.3.RI.1.AP.1b</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.RI.1.AP.1c</a>	Ask questions to demonstrate understanding.

[LAFS.3.RI.1.2](#): Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.2a</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.RI.1.AP.2b</a>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">LAFS.3.RI.1.AP.2c</a>	Identify facts that an author uses to support a specific point or opinion.

[LAFS.3.RI.1.3](#): Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.3a</a>	Identify the sequence of events in an informational text.
<a href="#">LAFS.3.RI.1.AP.3b</a>	Identify the steps in a process in an informational text.
<a href="#">LAFS.3.RI.1.AP.3c</a>	Identify the cause and effect relationships in an informational text.

[LAFS.3.RI.2.4](#): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.4a</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.3.RI.2.AP.4b</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

[LAFS.3.RI.2.5](#): Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.5a</a>	Identify and explain the purpose of a variety of text features (table of contents, index, glossary, charts, subheadings).
<a href="#">LAFS.3.RI.2.AP.5b</a>	Use text features (captions, maps, illustrations) to locate information relevant to a given topic or question.
<a href="#">LAFS.3.RI.2.AP.5c</a>	Use search tools (e.g., sidebars, icons, glossary, hyperlinks) to locate information relevant to a given topic.

[LAFS.3.RI.2.6](#): Distinguish their own point of view from that of the author of a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.6a</a>	Identify the author's point of view in an informational text.
<a href="#">LAFS.3.RI.2.AP.6b</a>	Identify own point of view about a topic.
<a href="#">LAFS.3.RI.2.AP.6c</a>	Compare their own point of view to that of the author.

[LAFS.3.RI.3.7](#): Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.3.AP.7a</a>	Use illustrations (e.g., maps, photographs) in informational texts to answer questions.
<a href="#">LAFS.3.RI.3.AP.7b</a>	Identify information learned from illustrations and information learned from the words in an informational text .
<a href="#">LAFS.3.RI.3.AP.7c</a>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
<a href="#">LAFS.3.RI.3.AP.7d</a>	Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.

[LAFS.3.RI.3.8](#): Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.3.AP.8a</a>	Identify signal words that help determine the text structure in an informational text.

[LAFS.3.RI.3.AP.8b:](#) Describe the connection between sentences and paragraphs in a text (order, comparison, cause/effect).

[LAFS.3.RI.3.9:](#) Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.3.AP.9a:</a>	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.
<a href="#">LAFS.3.RI.3.AP.9b:</a>	Contrast the differences of two texts or adapted texts on the same topic or by the same author.
<a href="#">LAFS.3.RI.3.AP.9c:</a>	When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.

[LAFS.3.RI.4.10:](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.4.AP.10a:</a>	Read or listen to and recount self-selected informational articles, history/social studies, science and technical texts.

[LAFS.3.RL.1.1:](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.1.AP.1a:</a>	Answer questions related to characters, setting, events or conflicts.
<a href="#">LAFS.3.RL.1.AP.1b:</a>	Answer questions (literal and inferential) and refer to text to support your answer.
<a href="#">LAFS.3.RL.1.AP.1c:</a>	Support inferences, opinions and conclusions using evidence from the text, including illustrations.
<a href="#">LAFS.3.RL.1.AP.1d:</a>	Ask questions about the text (relationship between characters, events, conflicts) to demonstrate understanding.

[LAFS.3.RL.1.2:](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.1.AP.2a:</a>	Identify the central message (theme), lesson or moral within a story, folktale or fable from diverse cultures.
<a href="#">LAFS.3.RL.1.AP.2b:</a>	Use details to recount stories, including fables and folktales from diverse cultures.
<a href="#">LAFS.3.RL.1.AP.2c:</a>	Use information in the text to determine and explain a lesson learned by a character or theme within the story.
<a href="#">LAFS.3.RL.1.AP.2d:</a>	Read or listen to and recount self-selected stories, fables, folktales, myths and other types of texts.

[LAFS.3.RL.1.3:](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.1.AP.3a:</a>	Describe a character's traits in a story using details from the text and illustrations.
<a href="#">LAFS.3.RL.1.AP.3b:</a>	Explain how characters' actions contribute to the sequence of events/plot.
<a href="#">LAFS.3.RL.1.AP.3c:</a>	Explain a character's motivation in a story using the character's thoughts, words and actions as evidence from the text.
<a href="#">LAFS.3.RL.1.AP.3d:</a>	Explain a character's feelings in a story using the character's thoughts, words and actions as evidence from the text.
<a href="#">LAFS.3.RL.1.AP.3e:</a>	Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).
<a href="#">LAFS.3.RL.1.AP.3f:</a>	Analyze how a character's point of view influences a conflict within a text.

[LAFS.3.RL.2.4:](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.2.AP.4a:</a>	Distinguish literal from non-literal language.
<a href="#">LAFS.3.RL.2.AP.4b:</a>	Determine the meaning of literal and non-literal words and phrases as they are used in a text.

[LAFS.3.RL.2.5:](#) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.2.AP.5a:</a>	Identify parts and structure of stories.
<a href="#">LAFS.3.RL.2.AP.5b:</a>	Identify how the structure of a poem is different than a story (e.g., rhymes are shorter than stories; stanza instead of paragraph).
<a href="#">LAFS.3.RL.2.AP.5c:</a>	Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
<a href="#">LAFS.3.RL.2.AP.5d:</a>	Describe how each part (chapter, scene or stanza) of a story, play or poem builds on earlier parts.

[LAFS.3.RL.2.6:](#) Distinguish their own point of view from that of the narrator or those of the characters.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.2.AP.6a:</a>	Identify narrator's or character's point of view.
<a href="#">LAFS.3.RL.2.AP.6b:</a>	Identify own point of view.
<a href="#">LAFS.3.RL.2.AP.6c:</a>	Distinguish their own point of view from that of the narrator or those of the characters.

[LAFS.3.RL.3.7:](#)

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.3.AP.7a:</a>	Support inferences, opinions and conclusions using evidence from the text illustrations.
<a href="#">LAFS.3.RL.3.AP.7b:</a>	Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.
<a href="#">LAFS.3.RL.3.AP.7c:</a>	Explain how the text's illustrations contribute to meaning.

[LAFS.3.RL.3.9:](#)

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.3.AP.9a:</a>	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.
<a href="#">LAFS.3.RL.3.AP.9b:</a>	Contrast the differences of settings/plots of stories written by the same author about the same or similar characters.

[LAFS.3.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.4.AP.10a:</a>	Read or listen to and recount self-selected stories, fables, folktales, myths and other types of texts or adapted text.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

[LAFS.3.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.3.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1c:</a>	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1d:</a>	Express ideas and understanding in light of collaborative discussions.

[LAFS.3.SL.1.2:](#)

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.2a:</a>	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2b:</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2c:</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.3.SL.1.3:](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.3a:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[LAFS.3.SL.2.4:](#)

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.2.AP.4a:</a>	Report on a topic or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.

[LAFS.3.SL.2.AP.4b:](#) Tell a story or recount an experience with logical sequence.

[LAFS.3.SL.2.AP.4c:](#) Elaborate on each fact or opinion given in support of a claim with relevant details.

[LAFS.3.SL.2.5:](#)

Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.2.AP.5a:</a>	Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.

[LAFS.3.SL.2.6:](#)

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.2.AP.6a:</a>	Produce (e.g., through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

[LAFS.3.W.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.1a:</a>	Introduce the topic or text within persuasive writing by stating an opinion.
<a href="#">LAFS.3.W.1.AP.1b:</a>	Provide reasons or facts that support a stated opinion.
<a href="#">LAFS.3.W.1.AP.1c:</a>	Use linking words and phrases that connect the opinions and reasons.
<a href="#">LAFS.3.W.1.AP.1d:</a>	Provide a concluding statement or section.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

[LAFS.3.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.2a:</a>	Introduce a topic and group related information together.
<a href="#">LAFS.3.W.1.AP.2b:</a>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<a href="#">LAFS.3.W.1.AP.2c:</a>	Provide a concluding statement or section to summarize the information presented.
<a href="#">LAFS.3.W.1.AP.2d:</a>	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.
<a href="#">LAFS.3.W.1.AP.2e:</a>	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

[LAFS.3.W.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.3a:</a>	Establish the situation by setting up the context for the story and introduce a narrator and/or characters.
<a href="#">LAFS.3.W.1.AP.3b:</a>	Sequence events in writing that unfold naturally.
<a href="#">LAFS.3.W.1.AP.3c:</a>	When appropriate, use dialogue and descriptions of actions, thoughts and feelings to develop a story.
<a href="#">LAFS.3.W.1.AP.3d:</a>	Use temporal words and phrases to signal event order.
<a href="#">LAFS.3.W.1.AP.3e:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

[LAFS.3.W.2.4:](#)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.2.AP.4a:</a>	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.

[LAFS.3.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing.
<a href="#">LAFS.3.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).
<a href="#">LAFS.3.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5d:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5e:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5f:</a>	With guidance and support from peers and adults, strengthen writing by revising.
<a href="#">LAFS.3.W.2.AP.5g:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5h:</a>	With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).
<a href="#">LAFS.3.W.2.AP.5i:</a>	With guidance and support from peers and adults, edit writing for clarity and meaning.

[LAFS.3.W.2.6:](#)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.2.AP.6a:</a>	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.3.W.2.AP.6b:</a>	Develop keyboarding skills.

[LAFS.3.W.3.7:](#)

Conduct short research projects that build knowledge about a topic.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.3.W.3.8:](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8b:</a>	Recall information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8c:</a>	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8d:</a>	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8e:</a>	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.W.3.AP.8f:</a>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
<a href="#">LAFS.3.W.3.AP.8g:</a>	Locate important points on a single topic from two informational texts or sources.
<a href="#">LAFS.3.W.3.AP.8h:</a>	Identify key details in an informational text.
<a href="#">LAFS.3.W.3.AP.8i:</a>	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
<a href="#">LAFS.3.W.3.AP.8j:</a>	Sort evidence collected from print and/or digital sources into provided categories.

[LAFS.3.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.3.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

[SC.3.N.1.3:](#)

Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.3:</a>	Record observations to describe findings using written or visual formats, such as picture stories.

[SC.3.N.1.Su.3:](#) Record observations to describe findings using dictated words and phrases and pictures.

[SC.3.N.1.Pa.1:](#) Explore, observe, and recognize common objects in the natural world.

Recognize the importance of communication among scientists.

[SC.3.N.1.4:](#)

**Remarks/Examples:**

\* Florida Standards Connections: [LAFS.3.RI.1.3](#). Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Related Access Points**

Name	Description
<a href="#">SC.3.N.1.In.4:</a>	Recognize that scientists share their knowledge and results with each other.
<a href="#">SC.3.N.1.Su.4:</a>	Recognize that people work in different kinds of jobs related to science.
<a href="#">SC.3.N.1.Pa.3:</a>	Recognize that people share information.

Recognize that scientists question, discuss, and check each others' evidence and explanations.

[SC.3.N.1.5:](#)

**Remarks/Examples:**

\*\* Florida Standards Connections: [MAFS.K12.MP.3](#): Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<a href="#">SC.3.N.1.In.4:</a>	Recognize that scientists share their knowledge and results with each other.
<a href="#">SC.3.N.1.Su.4:</a>	Recognize that people work in different kinds of jobs related to science.
<a href="#">SC.3.N.1.Pa.3:</a>	Recognize that people share information.

Infer based on observation.

[SC.3.N.1.6:](#)

**Remarks/Examples:**

Florida Standards Connections: [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.3.N.1.In.1:</a>	Ask questions, explore, observe, and identify outcomes.
<a href="#">SC.3.N.1.Su.1:</a>	Ask literal questions, explore, observe, and share information.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

[SS.3.C.1.2:](#)

Describe how government gains its power from the people.

**Related Access Points**

Name	Description
<a href="#">SS.3.C.1.In.b:</a>	Identify that government gains its power from the people.
<a href="#">SS.3.C.1.Su.b:</a>	Recognize that government gains its power from the people.
<a href="#">SS.3.C.1.Pa.b:</a>	Recognize that governments have power.

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

[SS.3.C.2.1:](#)

**Remarks/Examples:**

Examples are food drives, book drives, community, clean-up, voting.

**Related Access Points**

Name	Description
<a href="#">SS.3.C.2.In.a:</a>	Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.3.C.2.Su.a:</a>	Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.3.C.2.Pa.a:</a>	Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.

There are more than 474 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12856>



# Access Language Arts - Grade 4 (#7710015)

{ [Language Arts - Grade 4 - 5010045](#) }

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<b>Course Number:</b> 7710015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS LANG ART - 4
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 3	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.4.B.3.1:</a>	Describe characteristics of valid health information, products, and services. <b>Remarks/Examples:</b> Professional certification, components of proper labeling, complete directions for use, source, and date.								
	<b>Related Access Points</b>								
	<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.4.B.3.In.a:</a></td> <td>Identify characteristics of valid health information, products, and services, such as professional certification, complete directions for use, source, and date.</td> </tr> <tr> <td><a href="#">HE.4.B.3.Su.a:</a></td> <td>Recognize characteristics of valid health information, products, and services, such as complete directions for use, source, and date.</td> </tr> <tr> <td><a href="#">HE.4.B.3.Pa.a:</a></td> <td>Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.4.B.3.In.a:</a>	Identify characteristics of valid health information, products, and services, such as professional certification, complete directions for use, source, and date.	<a href="#">HE.4.B.3.Su.a:</a>	Recognize characteristics of valid health information, products, and services, such as complete directions for use, source, and date.	<a href="#">HE.4.B.3.Pa.a:</a>	Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.
Name	Description								
<a href="#">HE.4.B.3.In.a:</a>	Identify characteristics of valid health information, products, and services, such as professional certification, complete directions for use, source, and date.								
<a href="#">HE.4.B.3.Su.a:</a>	Recognize characteristics of valid health information, products, and services, such as complete directions for use, source, and date.								
<a href="#">HE.4.B.3.Pa.a:</a>	Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.								
<a href="#">HE.4.B.3.2:</a>	Construct criteria for selecting health resources, products, services, and reputable technologies. <b>Remarks/Examples:</b> Asking if health resources are safe, affordable, and available.								
	<b>Related Access Points</b>								

Name	Description
<a href="#">HE.4.B.3.In.b:</a>	Identify criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.
<a href="#">HE.4.B.3.Su.b:</a>	Recognize criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.
<a href="#">HE.4.B.3.Pa.b:</a>	Associate selected health products and services with related health activities.

Explain effective verbal and nonverbal communication skills to enhance health.

[HE.4.B.4.1:](#)

**Remarks/Examples:**  
Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.4.In.a:</a>	Identify effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others.
<a href="#">HE.4.B.4.Su.a:</a>	Recognize selected effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others.
<a href="#">HE.4.B.4.Pa.a:</a>	Recognize effective verbal and nonverbal communication to enhance health.

Identify refusal skills and negotiation skills that avoid or reduce health risks.

[HE.4.B.4.2:](#)

**Remarks/Examples:**  
Expressing feelings, offering alternatives, and reporting danger.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.4.In.b:</a>	Recognize selected refusal skills and negotiation skills that avoid or reduce health risks, such as expressing feelings, offering alternatives, and reporting danger.
<a href="#">HE.4.B.4.Su.b:</a>	Recognize basic refusal skills that avoid or reduce health risks in the classroom, such as expressing feelings and reporting danger.
<a href="#">HE.4.B.4.Pa.b:</a>	Recognize refusal skills to reduce health risks in the classroom.

Discuss nonviolent strategies to manage or resolve conflict.

[HE.4.B.4.3:](#)

**Remarks/Examples:**  
Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.4.In.c:</a>	Recognize nonviolent strategies to manage or resolve conflict at school, such as telling a resource officer, having a "cool-off" period or quiet time, getting physical activity, and compromising.
<a href="#">HE.4.B.4.Su.c:</a>	Recognize a nonviolent strategy to manage or resolve conflict at school, such as telling a resource officer, having a "cool-off" period or quiet time, getting physical activity, or compromising.
<a href="#">HE.4.B.4.Pa.c:</a>	Recognize a selected nonviolent way to respond to a potentially threatening classroom situation, such as a disagreement with a peer.

Demonstrate ways to ask for assistance to enhance personal health.

[HE.4.B.4.4:](#)

**Remarks/Examples:**  
Verbalize, write, text, email, and draw.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.4.In.d:</a>	Demonstrate basic ways to ask for assistance to enhance personal health, such as verbalizing, writing, and drawing.
<a href="#">HE.4.B.4.Su.d:</a>	Demonstrate a way to ask for assistance to enhance personal health, such as verbalizing, writing, or drawing.
<a href="#">HE.4.B.4.Pa.d:</a>	Communicate a request for assistance to enhance personal health.

Identify circumstances that can help or hinder healthy decision making.

[HE.4.B.5.1:](#)

**Remarks/Examples:**  
Lack of knowledge, lack of support, and cultural norms.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.5.In.a:</a>	Recognize circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support.
<a href="#">HE.4.B.5.Su.a:</a>	Recognize selected circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support.
<a href="#">HE.4.B.5.Pa.a:</a>	Recognize choices related to health, such as daily exercise, and eating healthy food.

Describe ways a safe, healthy school environment can promote personal health.

[HE.4.C.1.3:](#)

**Remarks/Examples:**  
Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.

**Related Access Points**

Name	Description
<a href="#">HE.4.C.1.In.3:</a>	Identify ways a safe, healthy school environment can promote personal health, such as having hall monitors and school crossing guards, and providing hand- washing supplies in the restrooms.
<a href="#">HE.4.C.1.Su.3:</a>	Recognize ways a safe, healthy school environment can promote personal health, such as having hall monitors and school- crossing guards, and providing hand- washing supplies in the restrooms.
<a href="#">HE.4.C.1.Pa.3:</a>	Recognize a way a safe, healthy school promotes personal health, such as by having adult supervision.

Explain how media influences personal thoughts, feelings, and health behaviors.

[HE.4.C.2.5:](#)

<b>Remarks/Examples:</b> Insidious marketing/product placement, branding, and anti-drug campaigns.
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**Related Access Points**

Name	Description
<a href="#">HE.4.C.2.In.e:</a>	Identify ways media and the use of technology influences personal thoughts, feelings, and health behaviors, such as product placement, promoting certain brands, anti-drug campaigns, video games, and seat-belt alarms.
<a href="#">HE.4.C.2.Su.e:</a>	Recognize ways media and the use of technology influence personal thoughts, feelings, and health behaviors, such as promoting brands, anti-drug campaigns, video games, and seat-belt alarms.
<a href="#">HE.4.C.2.Pa.e:</a>	Recognize a way media or the use of technology affects an emotion or a health behavior.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.4.L.1.1:](#)

- a. Demonstrate legible cursive writing skills.
- b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- f. Form and use prepositional phrases.
- g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- h. Correctly use frequently confused words (e.g., to, too, two; there, their).

**Related Access Points**

Name	Description
<a href="#">LAFS.4.L.1.AP.1a:</a>	Use relative pronouns and relative adverbs in writing.
<a href="#">LAFS.4.L.1.AP.1b:</a>	Use prepositional phrases in writing.
<a href="#">LAFS.4.L.1.AP.1c:</a>	Produce simple, compound and complex sentences in writing.
<a href="#">LAFS.4.L.1.AP.1d:</a>	Recognize and correct fragments and run-on sentences.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.4.L.1.2:](#)

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.L.1.AP.2a:</a>	Use correct capitalization in writing.
<a href="#">LAFS.4.L.1.AP.2b:</a>	Use commas and quotation marks in writing.
<a href="#">LAFS.4.L.1.AP.2c:</a>	Spell words correctly in writing, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[LAFS.4.L.2.3:](#)

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Related Access Points**

Name	Description
<a href="#">LAFS.4.L.2.AP.3a:</a>	Choose words and phrases for appropriate effect (e.g., to inform) within writing.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

[LAFS.4.L.3.4:](#)

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Related Access Points**

Name	Description
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<a href="#">LAFS.4.L.3.AP.4a:</a>	Use context to determine the meaning of unknown or multiple-meaning words, or words showing shades of meaning.
<a href="#">LAFS.4.L.3.AP.4b:</a>	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
<a href="#">LAFS.4.L.3.AP.4c:</a>	Use a glossary, dictionary or thesaurus to determine the meaning of a word.

Demonstrate understanding of word relationships, and nuances in word meanings.

[LAFS.4.L.3.5:](#)

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Related Access Points**

Name	Description
<a href="#">LAFS.4.L.3.AP.5a:</a>	Relate words to their opposites (antonyms).
<a href="#">LAFS.4.L.3.AP.5b:</a>	Relate words to words with similar but not identical meanings (synonyms).
<a href="#">LAFS.4.L.3.AP.5c:</a>	Identify simple similes in context.
<a href="#">LAFS.4.L.3.AP.5d:</a>	Identify simple metaphors in context.
<a href="#">LAFS.4.L.3.AP.5e:</a>	Identify the meaning of common idioms.

[LAFS.4.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Related Access Points**

Name	Description
<a href="#">LAFS.4.L.3.AP.6a:</a>	Use general academic and domain-specific words and phrases accurately.
<a href="#">LAFS.4.L.3.AP.6b:</a>	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.

[LAFS.4.RF.3.3:](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RF.3.AP.3a:</a>	Recognize and accurately use letter-sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words.
<a href="#">LAFS.4.RF.3.AP.3b:</a>	Identify grade-level words with accuracy and on successive attempts.

Read with sufficient accuracy and fluency to support comprehension.

[LAFS.4.RF.4.4:](#)

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RF.4.AP.4a:</a>	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
<a href="#">LAFS.4.RF.4.AP.4b:</a>	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.
<a href="#">LAFS.4.RF.4.AP.4c:</a>	Use context to confirm or self-correct word recognition.

[LAFS.4.RI.1.1:](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.1.AP.1a:</a>	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
<a href="#">LAFS.4.RI.1.AP.1b:</a>	Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.

[LAFS.4.RI.1.2:](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.1.AP.2a:</a>	Determine the main idea of an informational text.
<a href="#">LAFS.4.RI.1.AP.2b:</a>	Identify supporting details of an informational text.
<a href="#">LAFS.4.RI.1.AP.2c:</a>	Identify how ideas are organized to summarize the text.

[LAFS.4.RI.1.3:](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.1.AP.3a:</a>	Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
<a href="#">LAFS.4.RI.1.AP.3b:</a>	Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.

[LAFS.4.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.2.AP.4a:</a>	Determine the meaning of general academic and domain-specific words and phrases in increasingly complex texts over time.

[LAFS.4.RI.2.5:](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.2.AP.5a:</a>	Identify signal words that provide clues in determining the specific text structure of a short, informational text or text excerpt (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).
<a href="#">LAFS.4.RI.2.AP.5b:</a>	Identify the specific structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text excerpt.
<a href="#">LAFS.4.RI.2.AP.5c:</a>	Identify the overall structure of a complete text.

[LAFS.4.RI.2.6:](#)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.2.AP.6a:</a>	Determine if information in a text is firsthand or secondhand.
<a href="#">LAFS.4.RI.2.AP.6b:</a>	Compare and contrast a firsthand and secondhand account of the same event or topic.

[LAFS.4.RI.3.7:](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.3.AP.7a:</a>	Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.
<a href="#">LAFS.4.RI.3.AP.7b:</a>	Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.
<a href="#">LAFS.4.RI.3.AP.7c:</a>	Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[LAFS.4.RI.3.8:](#)

Explain how an author uses reasons and evidence to support particular points in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.3.AP.8a:</a>	Identify facts and examples that an author uses to support a specific point or argument in an informational text.
<a href="#">LAFS.4.RI.3.AP.8b:</a>	Use two texts to gather different types of information relevant to a specific topic.
<a href="#">LAFS.4.RI.3.AP.8c:</a>	Identify and use the most relevant information from two texts to write or speak about various aspects of a specific topic.

[LAFS.4.RI.3.9:](#)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.3.AP.9a:</a>	Report out about two or more texts on the same self-selected topic.
<a href="#">LAFS.4.RI.3.AP.9b:</a>	Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.

[LAFS.4.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.4.AP.10a:</a>	Read or listen to and recount self-selected stories, dramas, poetry and other types of increasingly complex text over time.

[LAFS.4.RL.1.1:](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RL.1.AP.1a:</a>	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
<a href="#">LAFS.4.RL.1.AP.1b:</a>	Refer to details and examples in a text that are relevant to drawing basic inferences about a story, poem or drama.

[LAFS.4.RL.1.2:](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.1.AP.2a:</a>	Use information that relates to text organization and story elements in order to summarize a story, poem or drama.
<a href="#">LAFS.4.RL.1.AP.2b:</a>	Identify relevant words and phrases throughout the text to determine the theme of a story, drama or poem; refer to text to support answer.

[LAFS.4.RL.1.3:](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.1.AP.3a:</a>	Refer to text information that relates to one specific aspect of either the relationship between characters, setting, events or conflicts.

[LAFS.4.RL.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.2.AP.4a:</a>	Determine the meaning of general academic and literary-specific words and phrases in increasingly complex text over time.

[LAFS.4.RL.2.5:](#)

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.2.AP.5a:</a>	Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).
<a href="#">LAFS.4.RL.2.AP.5b:</a>	Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).

[LAFS.4.RL.2.6:](#)

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.2.AP.6a:</a>	Determine the author's point of view (first- or third-person) in one story.
<a href="#">LAFS.4.RL.2.AP.6b:</a>	Determine the author's point of view (first- or third-person) in a second story.
<a href="#">LAFS.4.RL.2.AP.6c:</a>	Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

[LAFS.4.RL.3.7:](#)

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.3.AP.7a:</a>	Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions and conclusions.
<a href="#">LAFS.4.RL.3.AP.7b:</a>	Make connections between the text of a story and the visual representations, referring back to text/illustrations to support answer.
<a href="#">LAFS.4.RL.3.AP.7c:</a>	Make connections between the text of a play and the oral representations, referring back to text/illustrations to support answer.

[LAFS.4.RL.3.9:](#)

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.3.AP.9a:</a>	Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths and traditional literature from different cultures.
<a href="#">LAFS.4.RL.3.AP.9b:</a>	Compare the treatment of patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.

[LAFS.4.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.4.AP.10a:</a>	Read or listen to and recount stories, dramas, poetry and other types of text -- including adapted text -- of increasing complexity over time for a variety of purposes.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, **building on others' ideas and expressing their own clearly.**

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[LAFS.4.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.4.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.4.SL.1.AP.1c:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.4.SL.1.AP.1d:</a>	Review the key ideas expressed within a collaborative discussion.

[LAFS.4.SL.1.2:](#)

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.2a:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.4.SL.1.3:](#)

Identify the reasons and evidence a speaker provides to support particular points.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.3a:</a>	Identify the reasons and evidence a speaker provides to support particular points.

[LAFS.4.SL.2.4:](#)

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.2.AP.4a:</a>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.4.SL.2.AP.4b:</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

[LAFS.4.SL.2.5:](#)

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.2.AP.5a:</a>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

[LAFS.4.SL.2.6:](#)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.2.AP.6a:</a>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussions).
<a href="#">LAFS.4.SL.2.AP.6b:</a>	Use formal English when appropriate to task and situation.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the **writer's purpose.**
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

[LAFS.4.W.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.1a:</a>	Introduce the topic or text within persuasive writing by stating an opinion.
<a href="#">LAFS.4.W.1.AP.1b:</a>	Provide reasons that include relevant facts and details that support a stated opinion.
<a href="#">LAFS.4.W.1.AP.1c:</a>	Create an organizational structure that lists reasons in a logical order.
<a href="#">LAFS.4.W.1.AP.1d:</a>	Use transitional words and phrases appropriately to link opinion and reasons.
<a href="#">LAFS.4.W.1.AP.1e:</a>	Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

[LAFS.4.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.2a:</a>	Introduce a topic clearly and group related information in paragraphs and sections.
<a href="#">LAFS.4.W.1.AP.2b:</a>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
<a href="#">LAFS.4.W.1.AP.2c:</a>	Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
<a href="#">LAFS.4.W.1.AP.2d:</a>	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
<a href="#">LAFS.4.W.1.AP.2e:</a>	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
<a href="#">LAFS.4.W.1.AP.2f:</a>	Provide a concluding statement or section to support the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

[LAFS.4.W.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.3a:</a>	Orient the reader by setting up the context for the story and introducing a narrator and/or characters.
<a href="#">LAFS.4.W.1.AP.3b:</a>	Sequence events in writing that unfold naturally.
<a href="#">LAFS.4.W.1.AP.3c:</a>	When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.
<a href="#">LAFS.4.W.1.AP.3d:</a>	Use a variety of transitional words and phrases to manage the sequence of events.
<a href="#">LAFS.4.W.1.AP.3e:</a>	Use concrete words and phrases and sensory details to convey experiences and events.
<a href="#">LAFS.4.W.1.AP.3f:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

[LAFS.4.W.2.4:](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.4a:</a>	Produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product.

[LAFS.4.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing that is appropriate to the topic, task and purpose.
<a href="#">LAFS.4.W.2.AP.5b:</a>	With guidance and support from peers and adults, strengthen writing by revising for clarity of meaning (e.g., review product, strengthening story, adding precise language).
<a href="#">LAFS.4.W.2.AP.5c:</a>	With guidance and support from peers and adults, strengthen writing by editing (e.g., capitalization, spelling, punctuation).

[LAFS.4.W.2.6:](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.6a:</a>	With guidance and support from adults, use technology to produce writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.4.W.2.AP.6b:</a>	Develop and use keyboarding skills.
<a href="#">LAFS.4.W.2.AP.6c:</a>	With guidance and support from adults, use technology to publish writing (e.g., post finished writing product on the Web, use software to display writing with accompanying illustration).

[LAFS.4.W.3.7:](#)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.7a:</a>	Follow steps to engage in a short research project (e.g., determine topic, generate research questions, locate information on a topic, organize information related to the topic, draft a permanent product).
<a href="#">LAFS.4.W.3.AP.7b:</a>	Build knowledge on topics through continued engagement in research investigation.

[LAFS.4.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.4.W.3.AP.8b:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.4.W.3.AP.8c:</a>	Identify key details from an informational text that are relevant to the specific topic.
<a href="#">LAFS.4.W.3.AP.8d:</a>	Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.
<a href="#">LAFS.4.W.3.AP.8e:</a>	Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

[LAFS.4.W.3.9:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.3.AP.9a:</a>	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).

[LAFS.4.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.4.AP.10a:</a>	Write routinely over shorter time frames using a variety of writing opportunities (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.4.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames to engage in the writing process (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

[SC.4.N.1.3:](#)

Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.1:</a>	Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings.
<a href="#">SC.4.N.1.Su.1:</a>	Ask a question about the natural world, explore materials, observe, and share information.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

[SC.4.N.1.4:](#)

Attempt reasonable answers to scientific questions and cite evidence in support.

**Remarks/Examples:**  
 \* Florida Standards Connections: [LAFS.4.W.3.8](#): Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [LAFS.4.W.3.9](#): Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  
 \*\* Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them; and, [MAFS.K12.MP.2](#): Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.3:</a>	Relate findings to predefined science questions.
<a href="#">SC.4.N.1.Su.3:</a>	Answer questions about objects and actions related to science.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

[SC.4.N.1.5:](#)

Compare the methods and results of investigations done by other classmates.

**Remarks/Examples:**  
 Florida Standards Connections: [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.2:</a>	Compare own observations with observations of others.
<a href="#">SC.4.N.1.Su.2:</a>	Identify information based on observations of self and others.
<a href="#">SC.4.N.1.Pa.4:</a>	Recognize that people share information about science.

Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

<a href="#">SC.4.N.1.6:</a>	<b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.
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**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.4:</a>	Communicate observations and findings through the use of pictures, writing, or charts.
<a href="#">SC.4.N.1.Su.4:</a>	Record observations using drawings, dictation, or pictures.
<a href="#">SC.4.N.1.Pa.3:</a>	Select an object or picture to represent observed events.

[SS.4.C.1.1:](#) Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

**Related Access Points**

Name	Description
<a href="#">SS.4.C.1.In.a:</a>	Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.
<a href="#">SS.4.C.1.Su.a:</a>	Recognize that Florida's constitution protects the rights of Florida's citizens.
<a href="#">SS.4.C.1.Pa.a:</a>	Recognize the right of citizens to access and participate in community activities.

[SS.4.C.2.3:](#) Explain the importance of public service, voting, and volunteerism.

**Related Access Points**

Name	Description
<a href="#">SS.4.C.2.In.c:</a>	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.
<a href="#">SS.4.C.2.Su.c:</a>	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.
<a href="#">SS.4.C.2.Pa.c:</a>	Recognize a way to work with a group to help solve a problem.

There are more than 429 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12858>



# Access Language Arts - Grade 5 (#7710016)

{ [Language Arts - Grade 5 - 5010046](#) }

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<p><b>Course Number:</b> 7710016</p> <p><b>Course Section:</b> Exceptional Student Education</p> <p><b>Course Type:</b> Core</p> <p><b>Course Status:</b> Draft - Course Pending Approval</p> <p><b>Grade Level(s) Version:</b> 5</p> <p><b>NCLB?</b> Yes</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS LANG ART - 5</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Class Size?</b> Yes</p> <p><b>Requires a Highly Qualified Teacher (HQT)?</b> Yes</p>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.5.B.3.1:</a>	<p>Discuss characteristics of valid health information, products, and services.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Reliable source, current information, and medically accurate information.</p> </div> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.5.B.3.In.a:</a></td> <td>Describe characteristics of valid health information, products, and services, such as being a reliable source, having current information, and being medically accurate.</td> </tr> <tr> <td><a href="#">HE.5.B.3.Su.a:</a></td> <td>Identify selected characteristics of valid health information, such as being a reliable source, having current information, and being medically accurate.</td> </tr> <tr> <td><a href="#">HE.5.B.3.Pa.a:</a></td> <td>Recognize healthcare providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.5.B.3.In.a:</a>	Describe characteristics of valid health information, products, and services, such as being a reliable source, having current information, and being medically accurate.	<a href="#">HE.5.B.3.Su.a:</a>	Identify selected characteristics of valid health information, such as being a reliable source, having current information, and being medically accurate.	<a href="#">HE.5.B.3.Pa.a:</a>	Recognize healthcare providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.
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<a href="#">HE.5.B.3.Su.a:</a>	Identify selected characteristics of valid health information, such as being a reliable source, having current information, and being medically accurate.								
<a href="#">HE.5.B.3.Pa.a:</a>	Recognize healthcare providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.								
<a href="#">HE.5.B.3.2:</a>	<p>Evaluate criteria for selecting health resources, products, and services.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Function, directions for use, competence of the provider, and costs.</p> </div>								

### Related Access Points

Name	Description
<a href="#">HE.5.B.3.In.b:</a>	Describe criteria for selecting common health resources, products, and services, such as function, directions for use, and provider competence.
<a href="#">HE.5.B.3.Su.b:</a>	Identify criteria for selecting common health resources, products, and services, such as function, directions for use, and provider competence.
<a href="#">HE.5.B.3.Pa.b:</a>	Recognize intended use of selected health products.

Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.

[HE.5.B.4.1:](#)

**Remarks/Examples:**  
Written or verbal communication, body language, and conflict- resolution skills.

### Related Access Points

Name	Description
<a href="#">HE.5.B.4.In.a:</a>	Describe common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal or written communication and conflict- resolution skills.
<a href="#">HE.5.B.4.Su.a:</a>	Identify common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal communication and conflict-resolution skills.
<a href="#">HE.5.B.4.Pa.a:</a>	Recognize effective verbal and nonverbal communication skills to enhance health.

Discuss refusal skills and negotiation skills that avoid or reduce health risks.

[HE.5.B.4.2:](#)

**Remarks/Examples:**  
States desires clearly, offer alternative, use "I" messages, and role play.

### Related Access Points

Name	Description
<a href="#">HE.5.B.4.In.b:</a>	Identify selected refusal skills and negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using "I" messages.
<a href="#">HE.5.B.4.Su.b:</a>	Recognize selected refusal or negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using "I" messages.
<a href="#">HE.5.B.4.Pa.b:</a>	Recognize selected refusal skills to reduce health risks in the classroom, such as saying "no" or turning away.

Illustrate effective conflict resolution strategies.

[HE.5.B.4.3:](#)

**Remarks/Examples:**  
Expressing emotions, listening, and using body language.

### Related Access Points

Name	Description
<a href="#">HE.5.B.4.In.c:</a>	Identify selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.
<a href="#">HE.5.B.4.Su.c:</a>	Recognize selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.
<a href="#">HE.5.B.4.Pa.c:</a>	Recognize a selected way to resolve a conflict with a peer, such as turning away.

Determine ways to ask for assistance to enhance the health of self and others.

[HE.5.B.4.4:](#)

**Remarks/Examples:**  
Verbalize, write, and draw.

### Related Access Points

Name	Description
<a href="#">HE.5.B.4.In.d:</a>	Demonstrate ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, or drawing.
<a href="#">HE.5.B.4.Su.d:</a>	Recognize ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, and drawing.
<a href="#">HE.5.B.4.Pa.d:</a>	Initiate a request for assistance to enhance health of self and others.

Describe circumstances that can help or hinder healthy decision making.

[HE.5.B.5.1:](#)

**Remarks/Examples:**  
Peer pressure, bullying, substance abuse, and stress.

### Related Access Points

Name	Description
<a href="#">HE.5.B.5.In.a:</a>	Identify selected circumstances that can help or hinder healthy decision making, such as peer pressure, bullying, substance abuse, and stress.
<a href="#">HE.5.B.5.Su.a:</a>	Recognize circumstances that can help or hinder healthy decision making in the classroom, such as peer pressure, bullying, substance abuse, and stress.
<a href="#">HE.5.B.5.Pa.a:</a>	Recognize a circumstance that can help healthy decision making, such as having assistance available.

Explain ways a safe, healthy home and school environment promote personal health.

[HE.5.C.1.3:](#)

**Remarks/Examples:**  
Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.

**Related Access Points**

Name	Description
<a href="#">HE.5.C.1.In.3:</a>	Identify ways a safe, healthy home and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods.
<a href="#">HE.5.C.1.Su.3:</a>	Recognize ways a safe, healthy home and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods.
<a href="#">HE.5.C.1.Pa.3:</a>	Recognize a way a safe home and school environment promote health, such as providing a smoke-free environment, having rules for behavior, or providing healthy foods.

Determine how media influences family health behaviors and the selection of health information, products, and services.

[HE.5.C.2.5:](#)

<b>Remarks/Examples:</b> Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.
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**Related Access Points**

Name	Description
<a href="#">HE.5.C.2.In.e:</a>	Describe ways media and technology influence family- health behaviors and the selection of information, products, and services, such as providing severe-weather alerts, health-product commercials, carbon-monoxide detectors, and microwave ovens.
<a href="#">HE.5.C.2.Su.e:</a>	Recognize ways media and technology influence family-health behaviors and the selection of information, products, and services, such as providing severe-weather alerts, health-product commercials, carbon-monoxide detectors, and microwave ovens.
<a href="#">HE.5.C.2.Pa.e:</a>	Recognize ways media and technology affect family-health behaviors, such as healthy eating and using exercise equipment.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.5.L.1.1:](#)

- a. Demonstrate fluent and legible cursive writing skills.
- b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- c. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- d. Use verb tense to convey various times, sequences, states, and conditions.
- e. Recognize and correct inappropriate shifts in verb tense.
- f. Use correlative conjunctions (e.g., either/or, neither/nor).

**Related Access Points**

Name	Description
<a href="#">LAFS.5.L.1.AP.1a:</a>	Recognize and correct inappropriate shifts in verb tense.
<a href="#">LAFS.5.L.1.AP.1b:</a>	Use appropriate verb tense to convey times, sequence, state and condition.
<a href="#">LAFS.5.L.1.AP.1c:</a>	Identify and use conjunctions, prepositions and interjections in writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.5.L.1.2:](#)

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.L.1.AP.2a:</a>	Use punctuation to separate items in a series.
<a href="#">LAFS.5.L.1.AP.2b:</a>	Use commas accurately in writing.
<a href="#">LAFS.5.L.1.AP.2c:</a>	Spell words correctly in writing, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[LAFS.5.L.2.3:](#)

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.L.2.AP.3a:</a>	Expand, combine and reduce sentences for meaning, reader interest and style for writing or speaking.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

[LAFS.5.L.3.4:](#)

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Related Access Points**

Name	Description
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<a href="#">LAFS.5.L.3.AP.4a:</a>	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.
<a href="#">LAFS.5.L.3.AP.4b:</a>	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
<a href="#">LAFS.5.L.3.AP.4c:</a>	Find the pronunciation of a word.
<a href="#">LAFS.5.L.3.AP.4d:</a>	Find the precise meaning of a word.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[LAFS.5.L.3.5:](#)

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.L.3.AP.5a:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.
<a href="#">LAFS.5.L.3.AP.5b:</a>	Identify the meaning of common idioms or proverbs.
<a href="#">LAFS.5.L.3.AP.5c:</a>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.
<a href="#">LAFS.5.L.3.AP.5d:</a>	Use figurative language in context, including similes and metaphors.

[LAFS.5.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### Related Access Points

Name	Description
<a href="#">LAFS.5.L.3.AP.6a:</a>	Use general academic and domain-specific words and phrases accurately.
<a href="#">LAFS.5.L.3.AP.6b:</a>	Use grade-appropriate general academic and domain-specific words and phrases accurately within informational writing.

Know and apply grade-level phonics and word analysis skills in decoding words.

[LAFS.5.RF.3.3:](#)

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RF.3.AP.3a:</a>	Use syllabication patterns to decode words.
<a href="#">LAFS.5.RF.3.AP.3b:</a>	Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

Read with sufficient accuracy and fluency to support comprehension.

[LAFS.5.RF.4.4:](#)

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RF.4.AP.4a:</a>	Use context to confirm or self-correct word recognition.
<a href="#">LAFS.5.RF.4.AP.4b:</a>	Use appropriate rate and expression.

[LAFS.5.RI.1.1:](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.1.AP.1a:</a>	Quote accurately from a text when explaining what the text says explicitly.
<a href="#">LAFS.5.RI.1.AP.1b:</a>	Quote accurately from a text to support inferences.

[LAFS.5.RI.1.2:](#)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.1.AP.2a:</a>	Determine the main ideas of a text.
<a href="#">LAFS.5.RI.1.AP.2b:</a>	Identify key details that support the main idea.
<a href="#">LAFS.5.RI.1.AP.2c:</a>	Summarize the text read, read aloud or presented in diverse media.

[LAFS.5.RI.1.3:](#)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### Related Access Points

Name	Description
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[LAFS.5.RI.1.AP.3a](#): Identify the relationship between two or more individuals in a historical, scientific or technical text.

[LAFS.5.RI.1.AP.3b](#): Identify the relationship between two or more events of concepts in a historical, scientific or technical text.

[LAFS.5.RI.1.AP.3c](#): Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

[LAFS.5.RI.2.4](#):

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.4a</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.
<a href="#">LAFS.5.RI.2.AP.4b</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

[LAFS.5.RI.2.5](#):

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.5a</a>	Use signal words as a means of locating information (e.g., knowing that “because” or “as a result of” may help link a cause to a result).
<a href="#">LAFS.5.RI.2.AP.5b</a>	Use signal word to identify common types of text structure.
<a href="#">LAFS.5.RI.2.AP.5c</a>	Identify the structure of both texts (chronological order, compare/contrast, cause/effect, problem/solution).
<a href="#">LAFS.5.RI.2.AP.5d</a>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.

[LAFS.5.RI.2.6](#):

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.6a</a>	Analyze multiple accounts of the same event or topic.
<a href="#">LAFS.5.RI.2.AP.6b</a>	Note similarities and differences in the point of view of multiple accounts of the same event or topic.

[LAFS.5.RI.3.7](#):

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.7a</a>	Locate information from multiple print or digital sources on the same topic.
<a href="#">LAFS.5.RI.3.AP.7b</a>	Refer to multiple print or digital sources to locate the answer to a question or solve a problem.
<a href="#">LAFS.5.RI.3.AP.7c</a>	Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).

[LAFS.5.RI.3.8](#):

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.8a</a>	Explain how an author uses reasons and evidence to support particular points in a text.
<a href="#">LAFS.5.RI.3.AP.8b</a>	Identify reasons and evidence that support an author’s point(s) in a text.
<a href="#">LAFS.5.RI.3.AP.8c</a>	Identify the author’s stated thesis/claim/opinion.
<a href="#">LAFS.5.RI.3.AP.8d</a>	Identify evidence the author uses to support stated thesis/claim/opinion.

[LAFS.5.RI.3.9](#):

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.9a</a>	Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).
<a href="#">LAFS.5.RI.3.AP.9b</a>	Integrate information on a topic from multiple sources to answer a question or support a focus or opinion in writing or presentation.

[LAFS.5.RI.4.10](#):

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.4.AP.10a</a>	Read or listen to a variety of texts including history/social studies, science and technical nonfiction texts.
<a href="#">LAFS.5.RI.4.AP.10b</a>	Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.

[LAFS.5.RL.1.1](#):

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Related Access Points

Name	Description
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[LAFS.5.RL.1.AP.1a:](#) Refer to details and examples in a text when explaining what the text says explicitly.

[LAFS.5.RL.1.AP.1b:](#) Refer to specific text evidence to support inferences.

[LAFS.5.RL.1.2:](#)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.1.AP.2a:</a>	Summarize a portion of text, such as a paragraph or a chapter.
<a href="#">LAFS.5.RL.1.AP.2b:</a>	Summarize a text from beginning to end in a few sentences.
<a href="#">LAFS.5.RL.1.AP.2c:</a>	Determine the theme of a story, drama or poem from details in the text.
<a href="#">LAFS.5.RL.1.AP.2d:</a>	Explain how characters in a story or drama respond to challenges.
<a href="#">LAFS.5.RL.1.AP.2e:</a>	Explain how the speaker in a poem reflects on the topic.

[LAFS.5.RL.1.3:](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.1.AP.3a:</a>	Compare similarities in the characters, settings and events within a story and provide specific details in the text to support the comparison.
<a href="#">LAFS.5.RL.1.AP.3b:</a>	Contrast the difference of two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

[LAFS.5.RL.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.2.AP.4a:</a>	Identify figurative language (metaphors/similes) within a text.
<a href="#">LAFS.5.RL.2.AP.4b:</a>	Determine the meaning of figurative language as it is used in the text.

[LAFS.5.RL.2.5:](#)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.2.AP.5a:</a>	Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.
<a href="#">LAFS.5.RL.2.AP.5b:</a>	Explain how a series of chapters fits together to provide the overall structure of a particular text.
<a href="#">LAFS.5.RL.2.AP.5c:</a>	Explain how a stanzas fit together to provide the structure of a poem.

[LAFS.5.RL.2.6:](#)

Describe how a narrator's or speaker's point of view influences how events are described.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.2.AP.6a:</a>	Describe a narrator's or speaker's point of view.
<a href="#">LAFS.5.RL.2.AP.6b:</a>	Describe how the speaker's point of view influences the events in the text.
<a href="#">LAFS.5.RL.2.AP.6c:</a>	Explain how the description of characters, setting or events might change if the person telling the story changed.
<a href="#">LAFS.5.RL.2.AP.6d:</a>	Interpret the meaning of metaphors and similes to help explain the setting within a text.
<a href="#">LAFS.5.RL.2.AP.6e:</a>	Interpret the meaning of metaphors and similes to help determine the mood within a text.

[LAFS.5.RL.3.7:](#)

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.3.AP.7a:</a>	Describe how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<a href="#">LAFS.5.RL.3.AP.7b:</a>	Describe how visual or multimedia elements contribute to the tone or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

[LAFS.5.RL.3.9:](#)

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.3.AP.9a:</a>	Compare the similarities of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<a href="#">LAFS.5.RL.3.AP.9b:</a>	Contrast the differences of stories in the same genre.
<a href="#">LAFS.5.RL.3.AP.9c:</a>	Describe how the theme of stories in the same genre approach.

[LAFS.5.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.4.AP.10a:</a>	Read or listen to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels.
<a href="#">LAFS.5.RL.4.AP.10b:</a>	Use a variety of strategies to derive meaning from a variety of texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[LAFS.5.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1b:</a>	Follow discussion rules and protocols using academic language.
<a href="#">LAFS.5.SL.1.AP.1c:</a>	Review and respond to the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1d:</a>	Elaborate and build on others' ideas using textual evidence to support their own ideas.

[LAFS.5.SL.1.2:](#)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.2a:</a>	Determine the narrative point of view of a text read, read aloud or viewed.
<a href="#">LAFS.5.SL.1.AP.2b:</a>	Summarize the text or a portion of the text read, read aloud or presented in diverse media.

[LAFS.5.SL.1.3:](#)

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.5.SL.1.AP.3b:</a>	Identify a speaker's points or claims.
<a href="#">LAFS.5.SL.1.AP.3c:</a>	Identify reasons and evidence that a speaker provides to support points or claims.
<a href="#">LAFS.5.SL.1.AP.3d:</a>	Explain how at least one perspective in a discussion is supported by reasons and evidence.

[LAFS.5.SL.2.4:](#)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.2.AP.4a:</a>	Orally present a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.5.SL.2.AP.4b:</a>	Speak clearly and at an understandable pace.
<a href="#">LAFS.5.SL.2.AP.4c:</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

[LAFS.5.SL.2.5:](#)

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.2.AP.5a:</a>	Include multimedia components (e.g., graphics, sound) in presentation when appropriate to enhance the development of topic.
<a href="#">LAFS.5.SL.2.AP.5b:</a>	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.

[LAFS.5.SL.2.6:](#)

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.2.AP.6a:</a>	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).
<a href="#">LAFS.5.SL.2.AP.6b:</a>	Speak using formal English discourse (academic language) during collaborative conversations or class discussions.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

[LAFS.5.W.1.1:](#)

- d. Provide a concluding statement or section related to the opinion presented.

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.1a:</a>	Provide an introduction that states own opinion within persuasive text.
<a href="#">LAFS.5.W.1.AP.1b:</a>	Create an organizational structure in which ideas are logically grouped to support the writer's opinion.
<a href="#">LAFS.5.W.1.AP.1c:</a>	Provide relevant facts to support stated opinion or reasons within persuasive writing.
<a href="#">LAFS.5.W.1.AP.1d:</a>	Link opinions and reasons using words, phrases and clauses.
<a href="#">LAFS.5.W.1.AP.1e:</a>	Provide a clear concluding statement or section related to the opinion stated.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.5.W.1.2:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.2a:</a>	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.
<a href="#">LAFS.5.W.1.AP.2b:</a>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
<a href="#">LAFS.5.W.1.AP.2c:</a>	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.5.W.1.AP.2d:</a>	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.
<a href="#">LAFS.5.W.1.AP.2e:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.5.W.1.AP.2f:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.5.W.1.AP.2g:</a>	Provide a concluding statement or section to summarize the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

[LAFS.5.W.1.3:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.3a:</a>	Orient the reader by establishing a situation and introducing a narrator and/or characters.
<a href="#">LAFS.5.W.1.AP.3b:</a>	Organize ideas and events so that they unfold naturally.
<a href="#">LAFS.5.W.1.AP.3c:</a>	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
<a href="#">LAFS.5.W.1.AP.3d:</a>	Use transitional words, phrases and clauses to manage the sequence of events.
<a href="#">LAFS.5.W.1.AP.3e:</a>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<a href="#">LAFS.5.W.1.AP.3f:</a>	Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.
<a href="#">LAFS.5.W.1.AP.3g:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated events.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[LAFS.5.W.2.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.4a:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
<a href="#">LAFS.5.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
<a href="#">LAFS.5.W.2.AP.4c:</a>	Produce a clear, coherent, permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[LAFS.5.W.2.5:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for narrative writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.5.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for informative writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).

<a href="#">LAFS.5.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.5.W.2.AP.5d:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing.
<a href="#">LAFS.5.W.2.AP.5e:</a>	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.

[LAFS.5.W.2.6:](#) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use the Internet to gather information, use word processing to generate and collaborate on writing).
<a href="#">LAFS.5.W.2.AP.6b:</a>	Develop keyboarding skills.

[LAFS.5.W.3.7:](#) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.5.W.3.8:](#) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.8a:</a>	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8b:</a>	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8c:</a>	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8d:</a>	Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

[LAFS.5.W.3.9:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.9a:</a>	Draw evidence from literary text to support an analysis or reflection.
<a href="#">LAFS.5.W.3.AP.9b:</a>	Draw evidence from informational text to support an analysis, reflection or research.

[LAFS.5.W.4.10:](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.5.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Recognize and explain the need for repeated experimental trials.

[SC.5.N.1.3:](#)

<b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.
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**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.3:</a>	Recognize that experiments may include activities that are repeated.
<a href="#">SC.5.N.1.Su.3:</a>	Recognize that experiments can be repeated with other groups.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Identify a control group and explain its importance in an experiment.

[SC.5.N.1.4:](#)

<b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.
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**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.3:</a>	Recognize that experiments may include activities that are repeated.
<a href="#">SC.5.N.1.Su.3:</a>	Recognize that experiments can be repeated with other groups.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

[SC.5.N.1.5:](#)

**Remarks/Examples:**  
 Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.4:</a>	Recognize that scientists use various methods to perform investigations, such as reviewing work of other scientists, making observations, and conducting experiments.
<a href="#">SC.5.N.1.Su.4:</a>	Recognize ways that scientific evidence can be collected, such as by observing or measuring.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

[SC.5.N.1.6:](#)

Recognize and explain the difference between personal opinion/interpretation and verified observation.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.5:</a>	Determine whether descriptions of observations are based on fact or personal belief.
<a href="#">SC.5.N.1.Su.5:</a>	Recognize facts about a scientific observation.
<a href="#">SC.5.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to respond to a question about the natural world.

[SS.5.C.1.1:](#)

Explain how and why the United States government was created.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.a:</a>	Identify reasons for creating the United States government, such as to provide services and protection for citizens.
<a href="#">SS.5.C.1.Su.a:</a>	Recognize a reason for creating the United States government, such as to provide services or protection for citizens.
<a href="#">SS.5.C.1.Pa.a:</a>	Recognize that governments make laws to keep people safe.

Explain the definition and origin of rights.

[SS.5.C.1.3:](#)

**Remarks/Examples:**  
 Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.c:</a>	Identify examples of natural rights, such as the right to life and freedom.
<a href="#">SS.5.C.1.Su.c:</a>	Recognize natural rights, such as the right to life and freedom.
<a href="#">SS.5.C.1.Pa.c:</a>	Recognize a right of people, such as freedom.

[SS.5.C.1.5:](#)

Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.e:</a>	Identify that the Bill of Rights was written to guarantee the individual rights of American citizens.
<a href="#">SS.5.C.1.Su.e:</a>	Recognize that the Bill of Rights lists the rights of individuals.
<a href="#">SS.5.C.1.Pa.e:</a>	Recognize a right of people, such as freedom.

There are more than 404 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12859>



# Access Mathematics - Grade Kindergarten (#7712015)

{ [Mathematics - Grade Kindergarten - 5012020](#) }

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<b>Course Number:</b> 7712015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS MATH GRADE K
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> K	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

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.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the Kindergarten level. The foundational concepts of quantity, patterns, shapes, space, and time provide a framework to organize our environment and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Quantity
- Patterns
- Two and three dimensional shapes/objects
- Shape and object attributes
- Spatial relationships
- Time

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

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Name	Description								
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">LAFS.K.SL.1.1:</a>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">LAFS.K.SL.1.AP.1a:</a></td> <td>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td> </tr> </tbody> </table>	Name	Description	<a href="#">LAFS.K.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).				
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<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">LAFS.K.SL.1.AP.3a:</a></td> <td>Ask and answer questions in order to seek help, get information or clarify something that is not understood.</td> </tr> </tbody> </table>	Name	Description	<a href="#">LAFS.K.SL.1.AP.3a:</a>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.				
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<a href="#">LAFS.K.W.1.2:</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">LAFS.K.W.1.AP.2a:</a></td> <td>With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.</td> </tr> <tr> <td><a href="#">LAFS.K.W.1.AP.2b:</a></td> <td>Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).</td> </tr> <tr> <td><a href="#">LAFS.K.W.1.AP.2c:</a></td> <td>Organize information on a topic that includes two pieces of relevant content.</td> </tr> </tbody> </table>	Name	Description	<a href="#">LAFS.K.W.1.AP.2a:</a>	With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.	<a href="#">LAFS.K.W.1.AP.2b:</a>	Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).	<a href="#">LAFS.K.W.1.AP.2c:</a>	Organize information on a topic that includes two pieces of relevant content.
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<a href="#">MAFS.K.CC.1.1:</a>	Count to 100 by ones and by tens. <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">MAFS.K.CC.1.AP.1a:</a></td> <td>Rote count up to 10.</td> </tr> <tr> <td><a href="#">MAFS.K.CC.1.AP.1b:</a></td> <td>Rote count up to 31.</td> </tr> <tr> <td><a href="#">MAFS.K.CC.1.AP.1c:</a></td> <td>Rote count up to 100.</td> </tr> </tbody> </table>	Name	Description	<a href="#">MAFS.K.CC.1.AP.1a:</a>	Rote count up to 10.	<a href="#">MAFS.K.CC.1.AP.1b:</a>	Rote count up to 31.	<a href="#">MAFS.K.CC.1.AP.1c:</a>	Rote count up to 100.
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<a href="#">MAFS.K.CC.1.AP.1c:</a>	Rote count up to 100.								
<a href="#">MAFS.K.CC.1.2:</a>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">MAFS.K.CC.1.AP.2a:</a></td> <td>Rote count forward from a given number (instead of having to begin at 1).</td> </tr> </tbody> </table>	Name	Description	<a href="#">MAFS.K.CC.1.AP.2a:</a>	Rote count forward from a given number (instead of having to begin at 1).				
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<a href="#">MAFS.K.CC.1.3:</a>	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">MAFS.K.CC.1.AP.3a:</a></td> <td>Identify numerals 1 – 10.</td> </tr> <tr> <td><a href="#">MAFS.K.CC.1.AP.3b:</a></td> <td>Identify the numerals 1–10 when presented with the name of the number.</td> </tr> <tr> <td><a href="#">MAFS.K.CC.1.AP.3c:</a></td> <td>Write or select the numerals 1–10.</td> </tr> </tbody> </table>	Name	Description	<a href="#">MAFS.K.CC.1.AP.3a:</a>	Identify numerals 1 – 10.	<a href="#">MAFS.K.CC.1.AP.3b:</a>	Identify the numerals 1–10 when presented with the name of the number.	<a href="#">MAFS.K.CC.1.AP.3c:</a>	Write or select the numerals 1–10.
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<a href="#">MAFS.K.CC.1.AP.3c:</a>	Write or select the numerals 1–10.								
<a href="#">MAFS.K.CC.2.4:</a>	Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> <li>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>c. Understand that each successive number name refers to a quantity that is one larger.</li> </ul> <p><b>Related Access Points</b></p>								

Name	Description
<a href="#">MAFS.K.CC.2.AP.4a:</a>	Identify the set that has more.
<a href="#">MAFS.K.CC.2.AP.4b:</a>	Count up to 10 objects in a line, rectangle, or array.
<a href="#">MAFS.K.CC.2.AP.4c:</a>	Match the numeral to the number of objects in a set.

[MAFS.K.CC.2.5:](#)

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

#### Related Access Points

Name	Description
<a href="#">MAFS.K.CC.2.AP.5a:</a>	Identify the number of objects in a line, rectangle, or array.
<a href="#">MAFS.K.CC.2.AP.5b:</a>	Count up to 10 objects in a line, rectangle, or array.

[MAFS.K.CC.3.6:](#)

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

#### Related Access Points

Name	Description
<a href="#">MAFS.K.CC.3.AP.6a:</a>	Compare two sets and identify the set that is greater than the other set, up to 10.
<a href="#">MAFS.K.CC.3.AP.6b:</a>	Compare two sets and identify the set that is less than the other set, up to 10.
<a href="#">MAFS.K.CC.3.AP.6c:</a>	Compare 2 sets and identify if the set is equal to the other set, up to 10.

[MAFS.K.CC.3.7:](#)

Compare two numbers between 1 and 10 presented as written numerals.

#### Related Access Points

Name	Description
<a href="#">MAFS.K.CC.3.AP.7a:</a>	Identify the smaller or larger number given two numbers between 0 and 10.

[MAFS.K.G.1.1:](#)

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

#### Related Access Points

Name	Description
<a href="#">MAFS.K.G.1.AP.1a:</a>	Use spatial language (e.g., above, below) to describe two-dimensional shapes.

[MAFS.K.G.1.2:](#)

Correctly name shapes regardless of their orientations or overall size.

#### Related Access Points

Name	Description
<a href="#">MAFS.K.G.1.AP.2a:</a>	Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle), regardless of orientation or size.

[MAFS.K.G.1.3:](#)

Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

#### Related Access Points

Name	Description
<a href="#">MAFS.K.G.1.AP.3a:</a>	Identify shapes as two-dimensional (lying flat) or three-dimensional ("solid").

[MAFS.K.G.2.4:](#)

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

#### Related Access Points

Name	Description
<a href="#">MAFS.K.G.2.AP.4a:</a>	Recognize two-dimensional shapes in environment, regardless or orientation or size.
<a href="#">MAFS.K.G.2.AP.4b:</a>	Use spatial language (e.g., above, below, etc.) to describe three-dimensional shapes.

[MAFS.K.G.2.5:](#)

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

#### Related Access Points

Name	Description
<a href="#">MAFS.K.G.2.AP.5a:</a>	Build three-dimensional shapes.

[MAFS.K.G.2.6:](#)

Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

#### Related Access Points

Name	Description
<a href="#">MAFS.K.G.2.AP.6a:</a>	Compose a larger shape from smaller shapes.

[MAFS.K.MD.1.1:](#)

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

### Related Access Points

Name	Description
<a href="#">MAFS.K.MD.1.AP.1a:</a>	Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter, etc.).

[MAFS.K.MD.1.2:](#)

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

### Related Access Points

Name	Description
<a href="#">MAFS.K.MD.1.AP.2a:</a>	Compare two objects with a measurable attribute in common to see which object has more/less of the attribute. (length, height, weight).

[MAFS.K.MD.1.a:](#)

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

### Related Access Points

Name	Description
<a href="#">MAFS.K.MD.1.AP.aa:</a>	Express the length of an object as a whole number of lengths of another shorter object.

[MAFS.K.MD.2.3:](#)

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Related Access Points

Name	Description
<a href="#">MAFS.K.MD.2.AP.3a:</a>	Sort objects by characteristics (e.g., big/little, colors, shapes).

[MAFS.K.NBT.1.1:](#)

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

### Related Access Points

Name	Description
<a href="#">MAFS.K.NBT.1.AP.1a:</a>	Identify the value of a base ten block and ones block to build representations of 11-15.

[MAFS.K.OA.1.1:](#)

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

### Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.1a:</a>	Model with objects or communicate which groups of objects model "add____" or "take away" within 5 objects.

[MAFS.K.OA.1.2:](#)

Solve addition and subtraction word problems<sup>1</sup>, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (<sup>1</sup>Students are not required to independently read the word problems.)

### Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.2a:</a>	Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, or pictures.
<a href="#">MAFS.K.OA.1.AP.2b:</a>	Count two sets to find sums up to 10.
<a href="#">MAFS.K.OA.1.AP.2c:</a>	Solve word problems within 10.

[MAFS.K.OA.1.4:](#)

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

### Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.4a:</a>	For any number from 1-4, find the number that makes 5 when added to the given number by using objects or drawings.
<a href="#">MAFS.K.OA.1.AP.4b:</a>	For any number from 1-9, find the number that makes 10 when added to the given number by using objects or drawings.

[MAFS.K.OA.1.5:](#)

Fluently add and subtract within 5.

### Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.5a:</a>	Add to find sums within 5.
<a href="#">MAFS.K.OA.1.AP.5b:</a>	Subtract to find difference within 5.

[MAFS.K.OA.1.a:](#)

Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)

### Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.aa:</a>	Use objects to solve word problems related to addition and subtraction that involve unknowns and quantities up to 5.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.4.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a

[MAFS.K12.MP.8.1:](#)

repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 403 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12860>



# Access Mathematics Grade 1 (#7712020)

{ [Mathematics - Grade One - 5012030](#) }

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<b>Course Number:</b> 7712020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS MATH GRADE 1
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 1	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

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.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the first grade level. The foundational concepts of joining and separating quantities, patterns, shapes, and measures provide a means to organize our environment and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Whole numbers
- Combining and separating quantities
- Patterns
- Plane and solid figures
- Measurement
- Solving routine and non-routine quantitative problems

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - Ask questions to clear up any confusion about the topics and texts under discussion.

[LAFS.1.SL.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<a href="#">LAFS.1.SL.1.AP.1b:</a>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<a href="#">LAFS.1.SL.1.AP.1c:</a>	Ask questions to clear up any confusion about the topics or texts under discussion.

[LAFS.1.SL.1.2:](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts or topics presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2b:</a>	Answer questions about key details in a story (e.g., who, what, when, where, why) or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2c:</a>	Ask questions about key details in a story or information presented orally or through other media.

[LAFS.1.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.1.SL.1.AP.3b:</a>	Answer questions about what a speaker says.

[LAFS.1.W.1.2:](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.2a:</a>	Write simple statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.1.W.1.AP.2b:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.K12.W.1.2:](#)

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[MAFS.1.G.1.1:](#)

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

### Related Access Points

Name	Description
<a href="#">MAFS.1.G.1.AP.1a:</a>	Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).

[MAFS.1.G.1.2:](#)

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

### Related Access Points

Name	Description
<a href="#">MAFS.1.G.1.AP.2a:</a>	Draw or build two- and three-dimensional shapes.

[MAFS.1.G.1.3:](#)

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

### Related Access Points

Name	Description
<a href="#">MAFS.1.G.1.AP.3a:</a>	Partition circles and rectangles into two and four equal parts.

[MAFS.1.MD.1.1:](#)

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.1.AP.1a:</a>	Order up to three objects based on a measurable attribute (height, weight, length).
<a href="#">MAFS.1.MD.1.AP.1b:</a>	Order three objects by length; compare the length of two objects indirectly by using a third object.

Understand how to use a ruler to measure length to the nearest inch.

- Recognize that the ruler is a tool that can be used to measure the attribute of length.

[MAFS.1.MD.1.a:](#)

- b. Understand the importance of the zero point and end point and that the length measure is the span between two points.
- c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.1.AP.aa:</a>	Use a ruler to measure the length of an object with exact whole units.

[MAFS.1.MD.2.3:](#)

Tell and write time in hours and half-hours using analog and digital clocks.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.2.AP.3a:</a>	Tell time in whole and half hours using a digital clock.

Identify and combine values of money in cents up to one dollar working with a single unit of currency<sup>1</sup>.

[MAFS.1.MD.2.a:](#)

- a. Identify the value of coins (pennies, nickels, dimes, quarters).
- b. Compute the value of combinations of coins (pennies and/or dimes).
- c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.)  
(<sup>1</sup>Students are not expected to understand the decimal notation for combinations of dollars and cents.)

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.2.AP.aa:</a>	Identify the value of pennies, nickels, dimes and quarters.

[MAFS.1.MD.3.4:](#)

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.3.AP.4a:</a>	Analyze data by sorting into two categories; answer questions about the total number of data points and how many in each category.
<a href="#">MAFS.1.MD.3.AP.4b:</a>	Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for two or more categories.
<a href="#">MAFS.1.MD.3.AP.4c:</a>	Compare the values of the two categories of data in terms of more or less.

[MAFS.1.NBT.1.1:](#)

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

[MAFS.1.NBT.2.2:](#)

- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- a. 10 can be thought of as a bundle of ten ones — called a “ten.”
  - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
  - d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.2.AP.2a:</a>	Build representations of numbers up to 31 by creating a group of 10 and some ones(e.g., 13 = one 10 and three 1s).
<a href="#">MAFS.1.NBT.2.AP.2b:</a>	Identify the value of the numbers in the tens and one place within a given number up to 31.

[MAFS.1.NBT.2.3:](#)

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.2.AP.3a:</a>	Compare two-digit numbers up to 31 using representations and numbers (e.g., identify more 10s, less 10s, more 1s, fewer 1s, larger number, smaller number).

[MAFS.1.NBT.3.4:](#)

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.3.AP.4a:</a>	Use base ten blocks to add single digit numbers that result in two-digit sums.
<a href="#">MAFS.1.NBT.3.AP.4b:</a>	Add a two-digit number and a multiple of 10 (e.g., $28 + 30 =$ ).

[MAFS.1.NBT.3.5:](#)

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.3.AP.5a:</a>	Using base ten blocks, find 10 more or 10 less of a given two-digit number (e.g., what is 10 more than 20? What is 10 less than 30?).

[MAFS.1.NBT.3.6:](#)

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.3.AP.6a:</a>	Using base ten blocks, subtract multiples of 10 (e.g., $30 - 10 =$ ).

[MAFS.1.OA.1.1:](#)

Use addition and subtraction within 20 to solve word problems<sup>1</sup> involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (<sup>1</sup>Students are not required to independently read the word problems.)

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.1.AP.1a:</a>	Use base ten blocks to model simple addition or subtraction equations within 20 based upon a word problem.
<a href="#">MAFS.1.OA.1.AP.1b:</a>	Solve addition and subtraction word problems within 20.
<a href="#">MAFS.1.OA.1.AP.1c:</a>	Solve one-step addition and subtraction word problems where the change or result is unknown ( $4 + \_ = 7$ ) or ( $4 + 3 = \_$ ), within 20 using objects, drawings or pictures.

[MAFS.1.OA.1.2:](#)

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.1.AP.2a:</a>	Solve word problems that include combining three quantities whose sum is less than 10 using objects or drawings.

[MAFS.1.OA.2.3:](#)

Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.2.AP.3a:</a>	Recognize addition as commutative.

[MAFS.1.OA.2.4:](#)

Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.2.AP.4a:</a>	Recognize subtraction as the inverse of addition.

[MAFS.1.OA.3.5:](#)

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.3.AP.5a:</a>	Use counting on to find the sum of two addends.
<a href="#">MAFS.1.OA.3.AP.5b:</a>	Count backwards to subtract to a specified number family less than 20.

[MAFS.1.OA.3.6:](#)

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.3.AP.6a:</a>	Add and subtract within 10, demonstrating fluency for addition and subtraction within 5.

[MAFS.1.OA.4.7:](#)

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.4.AP.7a:</a>	Determine if equations are true or false, using whole number totals within 10.

[MAFS.1.OA.4.8:](#)

Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = [] - 3$ ,  $6 + 6 = []$ .

## Related Access Points

Name	Description
<a href="#">MAFS.1.OA.4.AP.8a:</a>	Find the unknown number in an addition or subtraction equation using whole number totals within 10.

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

### Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.4.1:](#)

### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

### Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

### Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

### Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary

[MAFS.K12.MP.8.1:](#)

students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 462 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12861>



# Access Mathematics Grade 2 (#7712030)

[{ Mathematics - Grade Two - 5012040 }](#)

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<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 2	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

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The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the second grade level. The foundational concepts of joining and separating quantities, patterns, shapes, measurement, and time provide a means to organize our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

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[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. **Build on others' talk in conversations by linking their comments to the remarks of others.**
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

[LAFS.2.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.2.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<a href="#">LAFS.2.SL.1.AP.1b:</a>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>

[LAFS.2.SL.1.2:](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts presented orally or through other media.
<a href="#">LAFS.2.SL.1.AP.2b:</a>	Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.

[LAFS.2.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.2.SL.1.AP.3b:</a>	Answer questions about what a speaker says in order to clarify misunderstandings.

[LAFS.2.W.1.2:](#)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.W.1.AP.2a:</a>	Write statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.2.W.1.AP.2b:</a>	When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.
<a href="#">LAFS.2.W.1.AP.2c:</a>	Order factual statements to describe a sequence of events or explain a procedure.
<a href="#">LAFS.2.W.1.AP.2d:</a>	Provide a concluding statement or section to a permanent product.

[MAFS.2.G.1.1:](#)

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.G.1.AP.1a:</a>	Identify two-dimensional shapes, such as rhombuses, pentagons, hexagons, octagons, and ovals, as well as equilateral, isosceles, and scalene triangles.
<a href="#">MAFS.2.G.1.AP.1b:</a>	Distinguish two- or three-dimensional shapes based upon their attributes (i.e., number of sides, equal or different lengths of sides, number of faces, and number of corners).
<a href="#">MAFS.2.G.1.AP.1c:</a>	Draw two-dimensional shapes with specific attributes.

[MAFS.2.G.1.2:](#)

Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.G.1.AP.2a:</a>	Count the squares that fill a rectangle drawn on graph paper.

[MAFS.2.G.1.3:](#)

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.G.1.AP.3a:</a>	Partition circles and rectangles into two, three, and four equal parts.
<a href="#">MAFS.2.G.1.AP.3b:</a>	Label a partitioned shape (e.g., one whole rectangle was separated into two halves; one whole circle was separated into three thirds.)

[MAFS.2.MD.1.1:](#)

Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.MD.1.AP.1a:</a>	Select appropriate tool and unit of measurement to measure an object (ruler or yard stick, inches or feet).
<a href="#">MAFS.2.MD.1.AP.1b:</a>	Demonstrate or identify appropriate measuring techniques.

[MAFS.2.MD.1.2:](#)

Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.1.AP.2a:</a>	Recognize that standard units can be decomposed into smaller units.
<a href="#">MAFS.2.MD.1.AP.2b:</a>	Measure the attributes (length, width, height) of an object using two different size units.

[MAFS.2.MD.1.3:](#)

Estimate lengths using units of inches, feet, yards, centimeters, and meters.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.1.AP.3a:</a>	Estimate the length of an object using units of feet and inches.

[MAFS.2.MD.1.4:](#)

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.1.AP.4a:</a>	Solve problems involving the difference in standard length units.

[MAFS.2.MD.2.5:](#)

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.2.AP.5a:</a>	Solve addition and subtraction word problems involving the difference in standard length units.

[MAFS.2.MD.2.6:](#)

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.2.AP.6a:</a>	Use number lines to solve addition or subtraction problems up to 100.

[MAFS.2.MD.3.7:](#)

Tell and write time from analog and digital clocks to the nearest five minutes.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.3.AP.7a:</a>	Tell and write time in hours and half-hours using analog and digital clocks.
<a href="#">MAFS.2.MD.3.AP.7b:</a>	Categorize everyday activities into a.m. and p.m.

[MAFS.2.MD.3.8:](#)

Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations<sup>1</sup>. Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?

- Identify the value of coins and paper currency.
- Compute the value of any combination of coins within one dollar.
- Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?).
- Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).

(<sup>1</sup>See glossary [Table 1](#))

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.3.AP.8a:</a>	Solve word problems using dollar bills, quarters, dimes, nickels, or pennies up to \$50.

[MAFS.2.MD.4.10:](#)

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.4.AP.10a:</a>	Identify the value of each category represented on a picture graph and bar graph.

[MAFS.2.MD.4.AP.10b:](#) Organize data by representing on a pictorial graph or bar graph.

[MAFS.2.MD.4.AP.10c:](#) Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.

[MAFS.2.MD.4.9:](#)

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.4.AP.9a:</a>	Organize linear measurement data by representing continuous data on a line plot.

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

[MAFS.2.NBT.1.1:](#)

- 100 can be thought of as a bundle of ten tens — called a “hundred.”
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.1.AP.1a:</a>	With base ten blocks, build representations of three-digit numbers using hundreds, tens and ones.

[MAFS.2.NBT.1.2:](#)

Count within 1000; skip-count by 5s, 10s, and 100s.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.1.AP.2a:</a>	Skip count by fives up to 100.
<a href="#">MAFS.2.NBT.1.AP.2b:</a>	Skip count by tens up to 200.
<a href="#">MAFS.2.NBT.1.AP.2c:</a>	Skip count by hundreds up to 1000.

[MAFS.2.NBT.1.3:](#)

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.1.AP.3a:</a>	Identify numerals 0–100.
<a href="#">MAFS.2.NBT.1.AP.3b:</a>	Identify the numeral between 0 and 100 when presented with the name.
<a href="#">MAFS.2.NBT.1.AP.3c:</a>	Write or select the numerals 0–100.
<a href="#">MAFS.2.NBT.1.AP.3d:</a>	Write or select expanded form for any two-digit number.
<a href="#">MAFS.2.NBT.1.AP.3e:</a>	Explain what the zero represented in place value (hundreds, tens, ones) in a number.

[MAFS.2.NBT.1.4:](#)

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.1.AP.4a:</a>	Compare (greater than, less than, equal to) two numbers up to 100.
<a href="#">MAFS.2.NBT.1.AP.4b:</a>	Compare two-digit numbers using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger numbers, smaller numbers).
<a href="#">MAFS.2.NBT.1.AP.4c:</a>	Compare three-digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number).

[MAFS.2.NBT.2.5:](#)

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.5a:</a>	Fluently add or subtract within 50.
<a href="#">MAFS.2.NBT.2.AP.5b:</a>	Model addition and subtraction with base ten blocks within 100.

[MAFS.2.NBT.2.6:](#)

Add up to four two-digit numbers using strategies based on place value and properties of operations.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.6a:</a>	Combine three two-digit numbers within 20.

[MAFS.2.NBT.2.7:](#)

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.7a:</a>	Decompose tens into ones and/or hundreds into tens in subtraction situations.
<a href="#">MAFS.2.NBT.2.AP.7b:</a>	Compose ones into tens and/or tens into hundreds in addition situations.

[MAFS.2.NBT.2.8:](#)

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.8a:</a>	Mentally add or subtract 10 from a given set from the tens family (e.g., What is 10 more than 50? What is 10 fewer than 70?).
<a href="#">MAFS.2.NBT.2.AP.8b:</a>	Mentally add or subtract 100 from a given set from the hundreds family (e.g., What is 100 more than 500? What is 100 fewer than 700?).

[MAFS.2.NBT.2.9:](#)

Explain why addition and subtraction strategies work, using place value and the properties of operations.

### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.9a:</a>	Communicate processes of addition and subtraction.

[MAFS.2.OA.1.1:](#)

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

### Related Access Points

Name	Description
<a href="#">MAFS.2.OA.1.AP.1a:</a>	Solve addition and subtraction word problems within 100 using objects, drawings, or pictures.
<a href="#">MAFS.2.OA.1.AP.1b:</a>	Use pictures, drawings or objects to represent the steps of a problem.
<a href="#">MAFS.2.OA.1.AP.1c:</a>	Write or select an equation representing the problems and its solution.

[MAFS.2.OA.1.a:](#)

Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations  $37 + 10 + 10 = \underline{\quad} + 18$ ,  $? - 6 = 13 - 4$ , and  $15 - 9 = 6 + \square$ .

### Related Access Points

Name	Description
<a href="#">MAFS.2.OA.1.AP.aa:</a>	Find the unknown number in an equation (+, -).
<a href="#">MAFS.2.OA.1.AP.bb:</a>	Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations $37 + 10 + 10 = \underline{\quad} + 18$ , $? - 6 = 13 - 4$ , and $15 - 9 = 6 + \underline{\quad}$ .

[MAFS.2.OA.2.2:](#)

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

### Related Access Points

Name	Description
<a href="#">MAFS.2.OA.2.AP.2a:</a>	Fluently add and subtract within 10.

[MAFS.2.OA.3.3:](#)

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

### Related Access Points

Name	Description
<a href="#">MAFS.2.OA.3.AP.3a:</a>	Identify a group of fewer than 10 objects as odd or even.

[MAFS.2.OA.3.4:](#)

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

### Related Access Points

Name	Description
<a href="#">MAFS.2.OA.3.AP.4a:</a>	Find the total number inside an array with the number of objects in each column or rows not larger than four.
<a href="#">MAFS.2.OA.3.AP.4b:</a>	Represent an array with numbers up to four rows and four columns.

### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different

method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### **Reason abstractly and quantitatively.**

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### **Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### **Model with mathematics.**

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### **Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### **Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### **Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### **Look for and express regularity in repeated reasoning.**

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 567 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12863>



# Access Mathematics Grade 3 (#7712040)

{ [Mathematics - Grade Three - 5012050](#) }

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<b>Course Number:</b> 7712040	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS MATH GRADE 3
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 3	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.3.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol>
<b>Related Access Points</b>	
<a href="#">LAFS.3.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.3.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1c:</a>	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1d:</a>	Express ideas and understanding in light of collaborative discussions.
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.SL.1.AP.2a:</a>	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2b:</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2c:</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.3.SL.1.3:](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.SL.1.AP.3a:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[LAFS.3.W.1.2:](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.1.AP.2a:</a>	Introduce a topic and group related information together.
<a href="#">LAFS.3.W.1.AP.2b:</a>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<a href="#">LAFS.3.W.1.AP.2c:</a>	Provide a concluding statement or section to summarize the information presented.
<a href="#">LAFS.3.W.1.AP.2d:</a>	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.
<a href="#">LAFS.3.W.1.AP.2e:</a>	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.

[MAFS.3.G.1.1:](#)

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.G.1.AP.1a:</a>	Identify the attributes of quadrilaterals.
<a href="#">MAFS.3.G.1.AP.1b:</a>	Identify different examples of quadrilaterals.

[MAFS.3.G.1.2:](#)

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.G.1.AP.2a:</a>	Partition a rectangle into equal parts with equal area.

[MAFS.3.MD.1.1:](#)

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.1.AP.1a:</a>	Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45) on a number line.
<a href="#">MAFS.3.MD.1.AP.1b:</a>	Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour) on a number line.

[MAFS.3.MD.1.2:](#)

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole-number problems involving such quantities.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.1.AP.2a:</a>	Select the appropriate tool for the measurement of liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2b:</a>	Select appropriate units for measurement involving liquid volume and mass.

[MAFS.3.MD.1.AP.2c:](#) Add to solve one-step word problems involving liquid volume and mass.

[MAFS.3.MD.1.AP.2d:](#) Estimate liquid volume and mass.

[MAFS.3.MD.2.3:](#)

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.MD.2.AP.3a:</a>	Collect data and organize into a picture or bar graph.
<a href="#">MAFS.3.MD.2.AP.3b:</a>	Select the appropriate statement that compares the data representations based on a given graph (picture, bar, line plots).

[MAFS.3.MD.2.4:](#)

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.MD.2.AP.4a:</a>	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
<a href="#">MAFS.3.MD.2.AP.4b:</a>	Organize measurement data into a line plot.

[MAFS.3.MD.3.5:](#)

Recognize area as an attribute of plane figures and understand concepts of area measurement.

- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.MD.3.AP.5a:</a>	Use tiling to determine area.

[MAFS.3.MD.3.6:](#)

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

#### Related Access Points

Name	Description
<a href="#">MAFS.3.MD.3.AP.6a:</a>	Measure area of rectangles by counting unit squares.

[MAFS.3.MD.3.7:](#)

Relate area to the operations of multiplication and addition.

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

Area is a major concept within measurement, and area models must function as a support for multiplicative reasoning in grade 3 and beyond.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.MD.3.AP.7a:</a>	Use tiling and addition to determine area.

[MAFS.3.MD.4.8:](#)

Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.MD.4.AP.8a:</a>	Use addition to find the perimeter of a rectangle.
<a href="#">MAFS.3.MD.4.AP.8b:</a>	Draw different rectangles with the same area but different perimeters on graph paper.

[MAFS.3.NBT.1.1:](#)

Use place value understanding to round whole numbers to the nearest 10 or 100.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.NBT.1.AP.1a:</a>	Use place value to round to the nearest 10 or 100.

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

[MAFS.3.NBT.1.2:](#)

**Remarks/Examples:**

Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Although 3.OA.3.7 and 3.NBT.1.2 are both fluency standards, these two standards do not represent equal investments of time in grade 3. Note that students in grade 2 were already adding and subtracting within 1000, just not fluently.

That makes 3.NBT.1.2 a relatively small and incremental expectation. By contrast, multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of **students'** work in grade 3.)

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NBT.1.AP.2a:</a>	Use the relationships between addition and subtraction to solve problems.
<a href="#">MAFS.3.NBT.1.AP.2b:</a>	Solve multi-step addition and subtraction problems up to 100.

[MAFS.3.NBT.1.3:](#)

Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NBT.1.AP.3a:</a>	Multiply one-digit numbers by 10, 20, and 50.

[MAFS.3.NF.1.1:](#)

Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NF.1.AP.1a:</a>	Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).
<a href="#">MAFS.3.NF.1.AP.1b:</a>	Identify the total number of parts (denominator) of a given representation (rectangles and circles).
<a href="#">MAFS.3.NF.1.AP.1c:</a>	Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths.

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.
- Represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

[MAFS.3.NF.1.2:](#)

**Remarks/Examples:**

**Example of Opportunities for In-Depth Focus**

Developing an understanding of fractions as numbers is essential for future work with the number system. It is critical that students at this grade are able to place fractions on a number line diagram and understand them as a related component of their ever- expanding number system.

**Fluency Expectations or Examples of Culminating Standards**

Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.NBT.1.2 a relatively small and incremental expectation.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NF.1.AP.2a:</a>	Locate given common unit fractions (i.e., $1/2$ , $1/4$ ) on a number line or ruler.

[MAFS.3.NF.1.3:](#)

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NF.1.AP.3a:</a>	Identify equivalent fractions on a number line divided into fourths and halves within 3 units.

Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

[MAFS.3.OA.1.1:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.1.AP.1a:</a>	Find the total number inside an array with neither number in the columns or rows greater than five.
<a href="#">MAFS.3.OA.1.AP.1b:</a>	Solve multiplication problems with neither number greater than five.
<a href="#">MAFS.3.OA.1.AP.1c:</a>	Use objects to model multiplication involving up to five groups with up to five objects in each.

Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

[MAFS.3.OA.1.2:](#)

#### Remarks/Examples:

#### Examples of Opportunities for In-Depth Focus

Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.1.AP.2a:</a>	Determine the number of sets of whole numbers, five or less, that equal a dividend.
<a href="#">MAFS.3.OA.1.AP.2b:</a>	Use objects to model division situations involving up to five groups, with up to five objects in each group, and interpret the results.

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

[MAFS.3.OA.1.3:](#)

#### Remarks/Examples:

#### Examples of Opportunities for In-Depth Focus

Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.1.AP.3a:</a>	Solve and check one- or two-step word problems requiring multiplication or division with the product or quotient up to 50.

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = \square \div 3$ ,  $6 \times 6 = ?$ .

[MAFS.3.OA.1.4:](#)

#### Remarks/Examples:

#### Examples of Opportunities for In-Depth Focus

Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.1.AP.4a:</a>	Find the unknown number in a multiplication equation.

[MAFS.3.OA.2.5:](#)

Apply properties of operations as strategies to multiply and divide. *Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)*

### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.2.AP.5a:</a>	Recognize multiplication as commutative and associative.

[MAFS.3.OA.2.6:](#)

Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.2.AP.6a:</a>	Model division as the inverse of multiplication for quantities less than 10.

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

#### Remarks/Examples:

#### Fluency Expectations or Examples of Culminating Standards

Students fluently multiply and divide within 100. By the end of grade 3, they know all products of two one-digit numbers from memory.

[MAFS.3.OA.3.7:](#)

Multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of students' work in grade 3.

**Examples of Opportunities for In-Depth Focus**

Finding single-digit products and related quotients is a required fluency for grade 3. Reaching fluency will take much of the year for many students. These skills and the understandings that support them are crucial; students will rely on them for years to come as they learn to multiply and divide with multidigit whole numbers and to add, subtract, multiply, and divide with fractions. After multiplication and division situations have been established, reasoning about patterns in products (e.g., products involving factors of 5 or 9) can help students remember particular products and quotients. Practice — and if necessary, extra support — should continue all year for those who need it to attain fluency.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.OA.3.AP.7a:</a>	Fluently multiply and divide within 20.
<a href="#">MAFS.3.OA.3.AP.7b:</a>	Fluently multiply 2, 5 or 10 within 100.
<a href="#">MAFS.3.OA.3.AP.7c:</a>	Fluently divide by 2, 5, or 10 using dividends within 100 that are multiples of 2, 5, or 10.

[MAFS.3.OA.4.8:](#)

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.OA.4.AP.8a:</a>	Solve and check one-step word problems using the four operations within 100.

[MAFS.3.OA.4.9:](#)

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.OA.4.AP.9a:</a>	Identify and describe the rule for a numerical pattern where numbers increase by 2, 5 or 10.
<a href="#">MAFS.3.OA.4.AP.9b:</a>	Select or name the three next terms in a numeral pattern where numbers increase by 2, 5, or 10.
<a href="#">MAFS.3.OA.4.AP.9c:</a>	Identify multiplication patterns in a real-world setting.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context

[MAFS.K12.MP.4.1:](#)

of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

There are more than 595 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1748>



# Access Mathematics Grade 4 (#7712050)

{ [Mathematics - Grade Four - 5012060](#) }

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<b>Course Number:</b> 7712050	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS MATH GRADE 4
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 4	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
<a href="#">LAFS.4.SL.1.1:</a>	<ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol>
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.4.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.4.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.4.SL.1.AP.1c:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.4.SL.1.AP.1d:</a>	Review the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.4.SL.1.2:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Related Access Points</b>	

Name	Description
<a href="#">LAFS.4.SL.1.AP.2a:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.4.SL.1.3:](#)

Identify the reasons and evidence a speaker provides to support particular points.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.3a:</a>	Identify the reasons and evidence a speaker provides to support particular points.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.4.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.2a:</a>	Introduce a topic clearly and group related information in paragraphs and sections.
<a href="#">LAFS.4.W.1.AP.2b:</a>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
<a href="#">LAFS.4.W.1.AP.2c:</a>	Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
<a href="#">LAFS.4.W.1.AP.2d:</a>	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
<a href="#">LAFS.4.W.1.AP.2e:</a>	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
<a href="#">LAFS.4.W.1.AP.2f:</a>	Provide a concluding statement or section to support the information presented.

[MAFS.4.G.1.1:](#)

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.G.1.AP.1a:</a>	Identify a point, line and line segment and rays in two-dimensional figures.
<a href="#">MAFS.4.G.1.AP.1b:</a>	Identify perpendicular and parallel lines in a two-dimensional figure.
<a href="#">MAFS.4.G.1.AP.1c:</a>	Identify an angle in a two-dimensional figure.

[MAFS.4.G.1.2:](#)

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.G.1.AP.2a:</a>	Identify and sort objects based on parallelism, perpendicularity, and angle type.

[MAFS.4.G.1.3:](#)

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.G.1.AP.3a:</a>	Identify figures that have a line of symmetry.

[MAFS.4.MD.1.1:](#)

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.1.AP.1a:</a>	Within a system of measurement, identify the number of smaller units in the next larger unit.
<a href="#">MAFS.4.MD.1.AP.1b:</a>	Complete a conversion table for length and mass within a single system.

[MAFS.4.MD.1.2:](#)

Use the four operations to solve word problems<sup>1</sup> involving distances, intervals of time, and money, including problems involving simple fractions or decimals<sup>2</sup>. Represent fractional quantities of distance and intervals of time using linear models. (<sup>1</sup>See glossary [Table 1](#) and [Table 2](#)) (<sup>2</sup>Computational fluency with fractions and decimals is not the goal for students at this grade level.)

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.1.AP.2a:</a>	Solve word problems involving distance using line plots.

[MAFS.4.MD.1.3:](#)

Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.MD.1.AP.3a:</a>	Solve word problems involving perimeter and area of rectangles using specific visualizations/drawings and numbers.

[MAFS.4.MD.2.4:](#)

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.MD.2.AP.4a:</a>	Solve problems involving addition and subtraction of fractions with like denominators (2, 4, and 8) by using information presented in line plots.

[MAFS.4.MD.3.5:](#)

Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

- a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through  $\frac{1}{360}$  of a circle is called a "one-degree angle," and can be used to measure angles.
- b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.MD.3.AP.5a:</a>	Identify an angle in a two-dimensional figure.

[MAFS.4.MD.3.6:](#)

Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.MD.3.AP.6a:</a>	Sketch angles of specific measures.
<a href="#">MAFS.4.MD.3.AP.6b:</a>	Identify types of angles.

[MAFS.4.MD.3.7:](#)

Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.MD.3.AP.7a:</a>	Find sums of angles that show a ray (adjacent angles).

[MAFS.4.NBT.1.1:](#)

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NBT.1.AP.1a:</a>	Compare the value of a digit when it is represented in a different place of two three-digit numbers (e.g., The digit 2 in 124 is ten times the digit 2 in 472).

[MAFS.4.NBT.1.2:](#)

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NBT.1.AP.2a:</a>	Compare multi-digit numbers.
<a href="#">MAFS.4.NBT.1.AP.2b:</a>	Write or select the expanded form for a multi-digit number.
<a href="#">MAFS.4.NBT.1.AP.2c:</a>	Understand the role of commas to read and write numerals between 1,000 and 1,000,000.

[MAFS.4.NBT.1.3:](#)

Use place value understanding to round multi-digit whole numbers to any place.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NBT.1.AP.3a:</a>	Use a hundreds chart or number line to round to any place (i.e., ones, tens, hundreds, thousands).

[MAFS.4.NBT.2.4:](#)

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

<b>Remarks/Examples:</b> <b>Fluency Expectations or Examples of Culminating Standards</b>
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Students' work with decimals (4.NF.3.5–3.7) depends to some extent on concepts of fraction

### Related Access Points

Name	Description
<a href="#">MAFS.4.NBT.2.AP.4a:</a>	Solve multi-digit addition and subtraction problems within 1,000.

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

When students work toward meeting this standard, they combine prior understanding of multiplication with deepening understanding of the base-ten system of units to express the product of two multi-digit numbers as another multi-digit number. This work will continue in grade 5 and culminate in fluency with the standard algorithms in grade 6.

[MAFS.4.NBT.2.5:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.4.NBT.2.AP.5a:</a>	Solve a two-digit by one-digit whole number multiplication problem using two different strategies.

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

When students work toward meeting this standard, they combine prior understanding of multiplication and division with deepening understanding of the base-ten system of units to find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. This work will develop further in grade 5 and culminate in fluency with the standard algorithms in grade 6.

[MAFS.4.NBT.2.6:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.4.NBT.2.AP.6a:</a>	Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors, using two different strategies.

Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

Extending fraction equivalence to the general case is necessary to extend arithmetic from whole numbers to fractions and decimals.

[MAFS.4.NF.1.1:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.4.NF.1.AP.1a:</a>	Determine equivalent fractions using visual fraction models and a number line.

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

[MAFS.4.NF.1.2:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.4.NF.1.AP.2a:</a>	Use $=$ , $<$ , or $>$ to compare two fractions (fractions with a denominator or 10 or less).
<a href="#">MAFS.4.NF.1.AP.2b:</a>	Compare 2 given fractions that have different denominators.

Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples:  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .
- Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

[MAFS.4.NF.2.3:](#)

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

This standard represents an important step in the multi-grade progression for addition and subtraction of fractions. Students extend their prior understanding of addition and subtraction to add and subtract fractions with like denominators by thinking of adding or subtracting so many unit

fractions.

### Related Access Points

Name	Description
<a href="#">MAFS.4.NF.2.AP.3a:</a>	Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $3/4 = 1/4 + 1/4 + 1/4$ ).
<a href="#">MAFS.4.NF.2.AP.3b:</a>	Add and subtract fractions with like denominators (2, 3, 4 or 8) using representations.
<a href="#">MAFS.4.NF.2.AP.3c:</a>	Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4 or 8).

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- Understand a fraction  $a/b$  as a multiple of  $1/b$ . *For example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ .*
- Understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$ . (In general,  $n \times (a/b) = (n \times a)/b$ .)*
- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

[MAFS.4.NF.2.4:](#)

#### Remarks/Examples:

#### Examples of Opportunities for In-Depth Focus

This standard represents an important step in the multi-grade progression for multiplication and division of fractions. Students extend their developing understanding of multiplication to multiply a fraction by a whole number.

### Related Access Points

Name	Description
<a href="#">MAFS.4.NF.2.AP.4a:</a>	Multiply a fraction by a whole number using a visual fraction model.

Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ .*

[MAFS.4.NF.3.5:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.4.NF.3.AP.5a:</a>	Find the equivalent fraction with denominators that are multiples of 10.

Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite  $0.62$  as  $62/100$ ; describe a length as  $0.62$  meters; locate  $0.62$  on a number line diagram.*

[MAFS.4.NF.3.6:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.4.NF.3.AP.6a:</a>	Identify the equivalent decimal form for a benchmark fraction.
<a href="#">MAFS.4.NF.3.AP.6b:</a>	Match a fraction (with a denominator of 10 or 100) with its decimal equivalent ( $5/10 = 0.5$ ).
<a href="#">MAFS.4.NF.3.AP.6c:</a>	Read, write, or select decimals to the tenths place.
<a href="#">MAFS.4.NF.3.AP.6d:</a>	Read, write, or select decimals to the hundredths place.

Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

[MAFS.4.NF.3.7:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.4.NF.3.AP.7a:</a>	Use $=$ , $<$ , or $>$ to compare two decimals (decimals in multiples of $.10$ ).
<a href="#">MAFS.4.NF.3.AP.7b:</a>	Compare two decimals expressed to the tenths place with a value of less than 1 using a visual model.
<a href="#">MAFS.4.NF.3.AP.7c:</a>	Compare two decimals expressed to the hundredths place with a value of less than 1 using a visual model.

Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

[MAFS.4.OA.1.1:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.1.AP.1a:</a>	Use objects to model multiplication involving up to five groups with up to five objects in each and write equations to represent the models.

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

[MAFS.4.OA.1.2:](#)

### Related Access Points

Name	Description
	Solve multiplicative comparisons with an unknown using up to two-digit numbers with information presented in a graph or word

[MAFS.4.OA.1.AP.2a](#): problem (e.g., an orange hat costs \$3. A purple hat costs two times as much. How much does the purple hat cost? [ $3 \times 2 = p$ ]).

[MAFS.4.OA.1.AP.2b](#): Determine the number of sets of whole numbers, ten or less, that equal a dividend.

[MAFS.4.OA.1.3:](#)

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.1.AP.3a</a> :	Solve and check one- or two-step word problems requiring the four operations within 100.

[MAFS.4.OA.1.a:](#)

Determine whether an equation is true or false by using comparative relational thinking. For example, without adding 60 and 24, determine whether the equation  $60 + 24 = 57 + 27$  is true or false.

[MAFS.4.OA.1.b:](#)

Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. For example, solve  $76 + 9 = n + 5$  for  $n$  by arguing that nine is four more than five, so the unknown number must be four greater than 76.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.1.AP.ba</a> :	Find the unknown number in an equation (+, -) relating four whole numbers.

Investigate factors and multiples.

[MAFS.4.OA.2.4:](#)

- Find all factor pairs for a whole number in the range 1–100.
- Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.
- Determine whether a given whole number in the range 1–100 is prime or composite.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.2.AP.4a</a> :	Identify multiples for a whole number (e.g., The multiples of 2 are 2, 4, 6, 8, 10...).
<a href="#">MAFS.4.OA.2.AP.4b</a> :	Identify factors of whole numbers within 30.

[MAFS.4.OA.2.5:](#)

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.3.AP.5a</a> :	Generate a pattern when given a rule.
<a href="#">MAFS.4.OA.3.AP.5b</a> :	Extend a numerical pattern when the rule is provided.

#### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### Reason abstractly and quantitatively.

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.4.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

There are more than 563 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1749>



# Access Mathematics Grade 5 (#7712060)

{ [Mathematics - Grade Five - 5012070](#) }

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<b>Course Number:</b> 7712060	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS MATH GRADE 5
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 5	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol>
<a href="#">LAFS.5.SL.1.1:</a>	
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.5.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1b:</a>	Follow discussion rules and protocols using academic language.
<a href="#">LAFS.5.SL.1.AP.1c:</a>	Review and respond to the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1d:</a>	Elaborate and build on others' ideas using textual evidence to support their own ideas.
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.5.SL.1.AP.2a:</a>	Determine the narrative point of view of a text read, read aloud or viewed.

<a href="#">LAFS.5.SL.1.AP.2b:</a>	Summarize the text or a portion of the text read, read aloud or presented in diverse media.
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[LAFS.5.SL.1.3:](#)

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.5.SL.1.AP.3b:</a>	Identify a speaker's points or claims.
<a href="#">LAFS.5.SL.1.AP.3c:</a>	Identify reasons and evidence that a speaker provides to support points or claims.
<a href="#">LAFS.5.SL.1.AP.3d:</a>	Explain how at least one perspective in a discussion is supported by reasons and evidence.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

[LAFS.5.W.1.2:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.1.AP.2a:</a>	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.
<a href="#">LAFS.5.W.1.AP.2b:</a>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
<a href="#">LAFS.5.W.1.AP.2c:</a>	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.5.W.1.AP.2d:</a>	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.
<a href="#">LAFS.5.W.1.AP.2e:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.5.W.1.AP.2f:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.5.W.1.AP.2g:</a>	Provide a concluding statement or section to summarize the information presented.

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

[MAFS.5.G.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.5.G.1.AP.1a:</a>	Locate the x- and y-axis on a coordinate plane.
<a href="#">MAFS.5.G.1.AP.1b:</a>	Locate points on a coordinate plane.
<a href="#">MAFS.5.G.1.AP.1c:</a>	Graph ordered pairs (coordinates).

[MAFS.5.G.1.2:](#)

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.G.1.AP.2a:</a>	Find a location on a map using given coordinates.

[MAFS.5.G.2.3:](#)

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.G.2.AP.3a:</a>	Recognize properties of simple plane figures using polygon-shaped manipulatives.

[MAFS.5.G.2.4:](#)

Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.G.2.AP.4a:</a>	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.

[MAFS.5.MD.1.1:](#)

Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.MD.1.AP.1a:</a>	Convert standard measurements of time to solve real-world problems.

[MAFS.5.MD.1.AP.1b:](#) Convert standard measurements of length to solve real-world problems.

[MAFS.5.MD.1.AP.1c:](#) Convert standard measurements of mass to solve real-world problems.

[MAFS.5.MD.2.2:](#)

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.MD.2.AP.2a:</a>	Collect and graph fractional data on a line plot (e.g., length of each person's pencil in classroom, hours of exercise each week).

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

[MAFS.5.MD.3.3:](#)

- A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
- A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.MD.3.AP.3a:</a>	Use packing to recognize volume of a solid figure.

[MAFS.5.MD.3.4:](#)

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.MD.3.AP.4a:</a>	Determine the volume of a rectangular prism built by "unit cubes."

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

[MAFS.5.MD.3.5:](#)

- Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

Students work with volume as an attribute of a solid figure and as a measurement quantity. Students also relate volume to multiplication and addition. This work begins a progression leading to valuable skills in geometric measurement in middle school.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.MD.3.AP.5a:</a>	Use multiplication to represent each layer of the rectangular prism.
<a href="#">MAFS.5.MD.3.AP.5b:</a>	Use addition to determine the length, width, and height.
<a href="#">MAFS.5.MD.3.AP.5c:</a>	Connect the layers to the dimensions and multiply to find the volume of the rectangular prism.

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.

[MAFS.5.NBT.1.1:](#)

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

The extension of the place value system from whole numbers to decimals is a major intellectual accomplishment involving understanding and skill with base-ten units and fractions.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.1.AP.1a:</a>	Compare the value of a number when it is represented in different place values of two three-digit numbers.

[MAFS.5.NBT.1.2:](#)

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.1.AP.2a:</a>	Identify what an exponent represents (e.g., $10^3 = 10 \times 10 \times 10$ ).
<a href="#">MAFS.5.NBT.1.AP.2b:</a>	Identify the direction the decimal point will move when multiplying or dividing by a multiple of 10.

Read, write, and compare decimals to thousandths.

- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
- Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

[MAFS.5.NBT.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.1.AP.3a:</a>	Read, write, or select a decimal to the hundredths place.
<a href="#">MAFS.5.NBT.1.AP.3b:</a>	Compare two decimals to the hundredths place, whose values are less than 1.

[MAFS.5.NBT.1.4:](#)

Use place value understanding to round decimals to any place.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.1.AP.4a:</a>	Round decimals to the next whole number.
<a href="#">MAFS.5.NBT.1.AP.4b:</a>	Round decimals to the tenths place.
<a href="#">MAFS.5.NBT.1.AP.4c:</a>	Round decimals to the hundredths place.

Fluently multiply multi-digit whole numbers using the standard algorithm.

[MAFS.5.NBT.2.5:](#)

#### Remarks/Examples:

#### Fluency Expectations or Examples of Culminating Standards

5.NBT.2.5 Students fluently multiply multi-digit whole numbers using the standard algorithm.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.2.AP.5a:</a>	Fluently multiply two-digit numbers.

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

[MAFS.5.NBT.2.6:](#)

#### Remarks/Examples:

#### Examples of Opportunities for In-Depth Focus

The extension from one-digit divisors to two-digit divisors requires care. This is a major milestone along the way to reaching fluency with the standard algorithm in grade 6 (6.NS.2).

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.2.AP.6a:</a>	Find whole number quotients up to two dividends and two divisors.
<a href="#">MAFS.5.NBT.2.AP.6b:</a>	Find whole number quotients of whole numbers with up to two-digit dividends and two-digit divisors.

[MAFS.5.NBT.2.7:](#)

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.2.AP.7a:</a>	Solve one-step problems using decimals.

[MAFS.5.NF.1.1:](#)

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general,  $a/b + c/d = (ad + bc)/bd$ .)

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.1.AP.1a:</a>	Add and subtract fractions with like denominators with sums greater than 1 represented by mixed numbers using visual fraction models.
<a href="#">MAFS.5.NF.1.AP.1b:</a>	Add or subtract fractions with unlike denominators within one whole unit on a number line.

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .

[MAFS.5.NF.1.2:](#)

#### Remarks/Examples:

#### Examples of Opportunities for In-Depth Focus

When students meet this standard, they bring together the threads of fraction equivalence (grades 3–5) and addition and subtraction (grades K–

4) to fully extend addition and subtraction to fractions.

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.1.AP.2a:</a>	Solve word problems involving the addition and subtraction of fractions using visual fraction models.

Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

[MAFS.5.NF.2.3:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.3a:</a>	Divide unit fractions by whole numbers and whole numbers by unit fractions using visual fraction models.

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)
- Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

[MAFS.5.NF.2.4:](#)

#### Remarks/Examples:

#### Examples of Opportunities for In-Depth Focus

When students meet this standard, they fully extend multiplication to fractions, making division of fractions in grade 6 (6.NS.1) a near target.

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.4a:</a>	Multiply a fraction by a whole or mixed number using visual fraction models.

Interpret multiplication as scaling (resizing), by:

- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

[MAFS.5.NF.2.5:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.5a:</a>	Determine whether the product will increase or decrease based on the multiple using visual fraction models.

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

[MAFS.5.NF.2.6:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.6a:</a>	Multiply a fraction by a whole or mixed number using visual fraction models.

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .
- Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .
- Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?

[MAFS.5.NF.2.7:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.7a:</a>	Divide unit fractions by whole numbers and whole numbers by unit fractions using visual fraction models.

[MAFS.5.OA.1.1:](#)

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

### Related Access Points

Name	Description
<a href="#">MAFS.5.OA.1.AP.1a:</a>	Evaluate a simple expression involving one set of parenthesis.

[MAFS.5.OA.1.2:](#)

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.OA.1.AP.2a:</a>	Write a simple expression for a calculation.

[MAFS.5.OA.2.3:](#)

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

#### Related Access Points

Name	Description																					
	Given two pattern descriptions involving the same context (e.g., collecting marbles), determine the first five terms and compare the values.																					
	<table border="1"> <thead> <tr> <th>Day</th> <th>Joe</th> <th>Kim</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>2</td> <td>4</td> </tr> <tr> <td>2</td> <td>4</td> <td>8</td> </tr> <tr> <td>3</td> <td>6</td> <td>12</td> </tr> <tr> <td>4</td> <td>8</td> <td>16</td> </tr> <tr> <td>5</td> <td>10</td> <td>20</td> </tr> </tbody> </table>	Day	Joe	Kim	0	0	0	1	2	4	2	4	8	3	6	12	4	8	16	5	10	20
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<a href="#">MAFS.5.OA.2.AP.3a:</a>																						
<a href="#">MAFS.5.OA.2.AP.3b:</a>	Graph ordered pairs on a coordinate plane when given a table that follows patterns rules.																					

#### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### Reason abstractly and quantitatively.

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### Model with mathematics.

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and

formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

There are more than 520 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1750>



# Music: K-5 (#7713010)

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<b>Course Number:</b> 7713010	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> MUS: K-5
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

Music K – 5 is an access course which is intended only for students with significant cognitive disabilities. 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.

The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music. Music allows students to explore their world through listening, singing, moving and playing instruments. This stimulates the imagination and leads to innovation and creative risk-taking. As they develop basic skills, techniques and processes in music, they strengthen music vocabulary and music literacy, as well as their ability to remember, focus on, process and sequence information. As students sing, play, move and create together, they develop the foundation for important skills such as teamwork, acceptance, respect and responsibility.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

SC.K.P.10.1 Observe that things that make sound vibrate.

### Access Points

- SC.K.P.10.In.a Identify objects that create specific sounds.
- SC.K.P.10.Su.a Match sounds to specific objects.
- SC.K.P.10.Pa.a Recognize and respond to common sounds.

MU.K.C.1.1: Respond to music from various sound sources to show awareness of steady beat,

### Access Points:

- MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.
- MU.K.C.1.In.b. Recognize selected sounds from various sound sources.
- MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.
- MU.K.C.1.Su.a Respond to music from various sources.
- MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.
- MU.K.C.1.Su.c Explore sounds from various sound sources.
- MU.K.C.1.Pa.a Attend to sounds from various sources.

MU.K.C.1.2: Identify various sounds in a piece of music.

**Access Points:**

- MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.
- MU.K.C.1.In.b. Recognize selected sounds from various sound sources.
- MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.
- MU.K.C.1.Su.a Respond to music from various sources.
- MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.
- MU.K.C.1.Su.c Explore sounds from various sound sources.
- MU.K.C.1.Pa.a Attend to sounds from various sources.

MU.K.C.1.3: Identify, visually and aurally, pitched and unpitched classroom instruments.

**Access Points:**

- MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.
- MU.K.C.1.In.b. Recognize selected sounds from various sound sources.
- MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.
- MU.K.C.1.Su.a Respond to music from various sources.
- MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.
- MU.K.C.1.Su.c Explore sounds from various sound sources.
- MU.K.C.1.Pa.a Attend to sounds from various sources.

MU.K.C.1.4: Identify singing, speaking, and whispering voices.

**Access Points:**

- MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.
- MU.K.C.1.In.b. Recognize selected sounds from various sound sources.
- MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.
- MU.K.C.1.Su.a Respond to music from various sources.
- MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.
- MU.K.C.1.Su.c Explore sounds from various sound sources.
- MU.K.C.1.Pa.a Attend to sounds from various sources.

MU.K.C.2.1: Identify similarities and/or differences in a performance.

**Access Points:**

- MU.K.C.2.In.a Explore different performances of familiar songs.
- MU.K.C.2.Su.a Respond to performances of familiar songs.
- MU.K.C.2.Pa.a Attend to performances of familiar songs.

MU.K.C.3.1: Share opinions about selected pieces of music.

**Access Points:**

- MU.K.C.3.In.a Identify preferred musical examples.
- MU.K.C.3.Su.a Respond to a variety of music.
- MU.K.C.3.Pa.a Attend to a variety of music.

MU.K.H.1.1: Respond to music from diverse cultures through singing and movement.

**Access Points:**

- MU.K.H.1.In.a Respond to music from a variety of cultures and musical periods.
- MU.K.H.1.Su.a Explore music from a variety of cultures and musical periods.
- MU.K.H.1.Pa.a Attend to music from a variety of cultures and musical periods.

MU.K.H.2.1: Respond to and/or perform folk music of American cultural sub-groups.

**Access Points:**

- MU.K.H.2.In.a Respond to music of American cultural sub-groups.
- MU.K.H.2.Su.a Explore music of American cultural sub-groups.
- MU.K.H.2.Pa.a Attend to music of American cultural sub-groups.

MU.K.H.3.1: Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

**Access Points:**

- MU.K.H.3.In.a Respond to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
- MU.K.H.3.Su.a Explore simple songs finger plays, and rhymes to experience connections among music, language, and numbers.
- MU.K.H.3.Pa.a Attend to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

MU.K.O.1.2: Identify similarities and differences in melodic phrases and/or rhythm patterns.

**Access Points:**

- MU.K.O.1.In.a Demonstrate awareness of beat and rhythm.

- MU.K.O.1.Su.a Explore a variety of music.
- MU.K.O.1.Su.b Respond to a variety of music.
- MU.K.O.1.Pa.a Attend to a variety of music.

MU.K.O.3.1: Respond to music to demonstrate how it makes one feel.

**Access Points:**

- MU.K.O.3.In.a Demonstrate awareness of beat and rhythm.
- MU.K.O.3.Su.a Explore a variety of music.
- MU.K.O.3.Pa.a Attend to a variety of music.

MU.K.S.1.1: Improvise a response to a musical question sung or played by someone else.

**Access Points:**

- MU.K.S.1.In.a Respond to simple vocal or instrumental patterns or songs.
- MU.K.S.1.Su.a Explore simple vocal or instrumental patterns or songs.
- MU.K.S.1.Pa.a Attend to simple vocal or instrumental patterns or songs.

MU.K.S.2.1: Sing or play songs from memory.

**Access Points:**

- MU.K.S.2.In.a Sing or play songs from a model.
- MU.K.S.2.Su.a Explore familiar songs.
- MU.K.S.2.Pa.a Attend to familiar songs.

MU.K.S.3.1: Sing songs of limited range appropriate to the young child and use the head voice.

**Access Points:**

- MU.K.S.3.In.a Sing or play songs from a model.
- MU.K.S.3.Su.a Explore familiar songs.
- MU.K.S.3.Pa.a Attend to familiar songs.

MU.K.S.3.2: Perform simple songs and accompaniments.

**Access Points:**

- MU.K.S.3.In.a Sing or play songs from a model.
- MU.K.S.3.Su.a Explore familiar songs.
- MU.K.S.3.Pa.a Attend to familiar songs.

MU.K.S.3.3: Match pitches in a song or musical phrase in one or more keys.

**Access Points:**

- MU.K.S.3.In.a Sing or play songs from a model.
- MU.K.S.3.Su.a Explore familiar songs.
- MU.K.S.3.Pa.a Attend to familiar songs.

MU.K.S.3.4: Imitate simple rhythm patterns played by the teacher or a peer.

**Access Points:**

- MU.K.S.3.In.a Sing or play songs from a model.
- MU.K.S.3.Su.a Explore familiar songs.
- MU.K.S.3.Pa.a Attend to familiar songs.

MU.1.C.1.1: Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.

**Access Points:**

- MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.
- MU.1.C.1.In.c Distinguish between instrumental music and vocal music.
- MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.Su.b Recognize differences in pitch.
- MU.1.C.1.Pa.a Explore sounds from various sound sources.

MU.1.C.1.2: Respond to music from various sound sources to show awareness of differences in musical ideas.

**Access Points:**

- MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.
- MU.1.C.1.In.c Distinguish between instrumental music and vocal music.
- MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.Su.b Recognize differences in pitch.
- MU.1.C.1.Pa.a Explore sounds from various sound sources.

MU.1.C.1.3: Classify instruments into pitched and unpitched percussion families.

**Access Points:**

- MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.
  - MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.
  - MU.1.C.1.In.c Distinguish between instrumental music and vocal music.
  - MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece.
  - MU.1.C.1.Su.b Recognize differences in pitch.
  - MU.1.C.1.Pa.a Explore sounds from various sound sources.
- MU.1.C.1.4: Differentiate between music performed by one singer and music performed by a group of singers.

**Access Points:**

- MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.
  - MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.
  - MU.1.C.1.In.c Distinguish between instrumental music and vocal music.
  - MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece.
  - MU.1.C.1.Su.b Recognize differences in pitch.
  - MU.1.C.1.Pa.a Explore sounds from various sound sources.
- MU.1.C.2.1: Identify the similarities and differences between two performances of a familiar song.

**Access Points:**

- MU.1.C.2.In.a Recognize similarities and/or differences between two performances of a familiar song.
  - MU.1.C.2.Su.a Explore different performances of familiar songs.
  - MU.1.C.2.Pa.a Explore a variety of familiar songs.
- MU.1.C.3.1: Share different thoughts or feelings people have about selected pieces of music.

**Access Points:**

- MU.1.C.3.In.a Express an opinion about selected pieces of music.
  - MU.1.C.3.Su.a Select preferred musical examples.
  - MU.1.C.3.Pa.a Explore a variety of music.
- MU.1.F.1.1: Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

**Access Points:**

- MU.1.F.1.In.a Imitate a variety of sounds or movements using props, instruments, and/or found sounds.
  - MU.1.F.1.Su.a Explore a variety of sounds or movements using props, instruments, and/or found sounds.
  - MU.1.F.1.Pa.a Attend to a variety of sounds or movements using props, instruments, and/or found sounds.
- MU.1.F.2.1: Describe how he or she likes to participate in music.

**Access Points:**

- MU.1.F.2.In.a Identify preferred ways to participate in music.
  - MU.1.F.2.Su.a Explore a variety of ways to participate in music.
  - MU.1.F.2.Pa.a Attend to a variety of ways of participating in music.
- MU.1.F.3.1: Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

**Access Points:**

- MU.1.F.3.In.a Contribute to collaborative tasks related to music.
  - MU.1.F.3.Su.a Cooperate in classroom and play activities.
  - MU.1.F.3.Pa.a Attend to tasks related to music.
- MU.1.H.1.1: Perform simple songs, dances, and musical games from a variety of cultures.

**Access Points:**

- MU.1.H.1.In.a Respond to simple songs, dances, and musical games from a variety of cultures.
  - MU.1.H.1.Su.a Explore simple songs, dances, and musical games from a variety of cultures.
  - MU.1.H.1.Pa.a Attend to simple songs, dances, and musical games from a variety of cultures.
- MU.1.O.1.1: Respond to contrasts in music as a foundation for understanding structure.

**Access Points:**

- MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure.
  - MU.1.O.1.In.b Imitate patterns of a simple, four-measure song or speech piece.
  - MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure.
  - MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm.
  - MU.1.O.1.Pa.a Explore a variety of music.
- MU.1.O.1.2: Identify patterns of a simple, four-measure song or speech piece.

**Access Points:**

- MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure.
- MU.1.O.1.In.b Imitate patterns of a simple, four measure song or speech piece.
- MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure.
- MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm.
- MU.1.O.1.Pa.a Explore a variety of music.

MU.1.O.3.1: Respond to changes in tempo and/or dynamics within musical examples.

**Access Points:**

- MU.1.O.3.In.a Demonstrate awareness of changes in tempo and/or dynamics within musical examples.
- MU.1.O.3.Su.a Respond to a variety of music.
- MU.1.O.3.Pa.a Explore a variety of music.

MU.1.S.1.1: Improvise a four-beat response to a musical question sung or played by someone else.

**Access Points:**

- MU.1.S.1.In.a Imitate simple vocal or instrumental musical patterns or songs.
- MU.1.S.1.Su.a Respond to simple vocal or instrumental patterns or songs.
- MU.1.S.1.Pa.a Explore simple vocal or instrumental patterns or songs.

MU.1.S.1.2: Create short melodic and rhythmic patterns based on teacher-established guidelines.

**Access Points:**

- MU.1.S.1.In.a Imitate simple vocal or instrumental musical patterns or songs.
- MU.1.S.1.Su.a Respond to simple vocal or instrumental patterns or songs.
- MU.1.S.1.Pa.a Explore simple vocal or instrumental patterns or songs.

MU.1.S.2.1: Sing or play songs, which may include changes in verses or repeats, from memory.

**Access Points:**

- MU.1.S.2.In.a Sing or play songs from a model, including changes in verses or repeats.
- MU.1.S.2.Su.a Respond to familiar songs.
- MU.1.S.2.Pa.a Explore familiar songs.

MU.1.S.3.1: Sing simple songs in a group, using head voice and maintaining pitch.

**Access Points:**

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.1.S.3.2: Play three- to five-note melodies and/or accompaniments on classroom instruments.

**Access Points:**

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.1.S.3.3: Sing simple la-sol-mi patterns at sight.

**Access Points:**

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.1.S.3.4: Match simple aural rhythm patterns in duple meter with written patterns.

**Access Points:**

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.1.S.3.5: Show visual representation of simple melodic patterns performed by the teacher or a peer.

**Access Points:**

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.2.C.1.1: Identify appropriate listening skills for learning about musical examples selected by the teacher.

**Access Points:**

- MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.2.C.1.In.b Respond to a musical work in a variety of ways.
- MU.2.C.1.In.c Identify a variety of unpitched instruments.
- MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Su.b Respond to a musical work.
- MU.2.C.1.Su.c Explore unpitched classroom instruments.
- MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Pa.b Explore a variety of music.
- MU.2.C.1.Pa.c Explore differences in pitch.

MU.2.C.1.2: Respond to a piece of music and discuss individual interpretations.

**Access Points:**

- MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.2.C.1.In.b Respond to a musical work in a variety of ways.
- MU.2.C.1.In.c Identify a variety of unpitched instruments.
- MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Su.b Respond to a musical work.
- MU.2.C.1.Su.c Explore unpitched classroom instruments.
- MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Pa.b Explore a variety of music.
- MU.2.C.1.Pa.c Explore differences in pitch.

MU.2.C.1.3: Classify unpitched instruments into metals, membranes, shakers, and wooden categories.

**Access Points:**

- MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.2.C.1.In.b Respond to a musical work in a variety of ways.
- MU.2.C.1.In.c Identify a variety of unpitched instruments.
- MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Su.b Respond to a musical work.
- MU.2.C.1.Su.c Explore unpitched classroom instruments.
- MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Pa.b Explore a variety of music.
- MU.2.C.1.Pa.c Explore differences in pitch.

MU.2.C.1.4: Identify child, adult male, and adult female voices by timbre.

**Access Points:**

- MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.2.C.1.In.b Respond to a musical work in a variety of ways.
- MU.2.C.1.In.c Identify a variety of unpitched instruments.

- MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Su.b Respond to a musical work.
- MU.2.C.1.Su.c Explore unpitched classroom instruments.
- MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Pa.b Explore a variety of music.
- MU.2.C.1.Pa.c Explore differences in pitch.

MU.2.C.2.1: Identify strengths and needs in classroom performances of familiar songs.

**Access Points:**

- MU.2.C.2.In.a Identify preferred and non-preferred performances of familiar songs.
- MU.2.C.2.Su.a Select preferred performances of familiar songs.
- MU.2.C.2.Pa.a Respond to performances of familiar songs.

MU.2.C.3.1: Discuss why musical characteristics are important when forming and discussing opinions about music.

**Access Points:**

- MU.2.C.3.In.a Recognize characteristics of a variety of music.
- MU.2.C.3.Su.a Respond to a variety of music characteristics.
- MU.2.C.3.Pa.a Attend to a variety of music characteristics.

MU.2.F.1.1: Create a musical performance that brings a story or poem to life.

**Access Points:**

- MU.2.F.1.In.a Create, interpret, or respond to a musical performance that brings a story or poem to life.
- MU.2.F.1.Su.a Imitate sounds or movements that represent a story character, setting, or theme.
- MU.2.F.1.Pa.a Explore a variety of sounds and movements that represent a story character, setting, or theme.

MU.2.F.2.1: Describe how people participate in music.

**Access Points:**

- MU.2.F.2.In.a Identify a variety of ways people participate in music.
- MU.2.F.2.Su.a Recognize different ways people participate in music.
- MU.2.F.2.Pa.a Explore different ways people participate in music.

MU.2.F.3.1: Collaborate with others in a music presentation and discuss what was successful and what could be improved.

**Access Points:**

- MU.2.F.3.In.a Demonstrate a variety of collaborative skills.
- MU.2.F.3.Su.a Demonstrate a collaborative skill.
- MU.2.F.3.Pa.a Contribute to a class musical performance.

MU.2.H.1.1: Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.

**Access Points:**

- MU.2.H.1.In.a Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.
- MU.2.H.1.Su.a Imitate songs, games, and dances from a variety of cultures.
- MU.2.H.1.Pa.a Explore simple songs, dances, and musical games from a variety of cultures.

MU.2.H.1.2: Identify the primary differences between composed and folk music.

**Access Points:**

- MU.2.H.1.In.a Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.
- MU.2.H.1.Su.a Imitate songs, games, and dances from a variety of cultures.
- MU.2.H.1.Pa.a Explore simple songs, dances, and musical games from a variety of cultures.

MU.2.H.2.1: Discuss how music is used for celebrations in American and other cultures.

**Access Points:**

- MU.2.H.2.In.a Identify music used for celebrations in American and other cultures.
- MU.2.H.2.Su.a Match musical examples to their function.
- MU.2.H.2.Pa.a Explore music used for celebrations in American and other cultures.

MU.2.H.3.1: Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

**Access Points:**

- MU.2.H.3.In.a Recognize the use of patterns in music to gain a foundation for exploring patterns in other contexts.
- MU.2.H.3.Su.a Explore the use of patterns in music to gain a foundation for exploring patterns in other contexts.
- MU.2.H.3.Pa.a Explore the use of instruments and vocal sounds.

MU.2.O.1.1: Identify basic elements of music in a song or instrumental excerpt.

**Access Points:**

- MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt.
- MU.2.O.1.In.b Identify similarities and differences in melodic phrases and/or rhythm patterns.
- MU.2.O.1.Su.a Demonstrate awareness of beat and rhythm.
- MU.2.O.1.Pa.a Respond to a variety of music.

MU.2.O.1.2: Identify the form of a simple piece of music.

**Access Points:**

- MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt.
- MU.2.O.1.In.b Identify similarities and differences in melodic phrases and/or rhythm patterns.
- MU.2.O.1.Su.a Demonstrate awareness of beat and rhythm.
- MU.2.O.1.Pa.a Respond to a variety of music.

MU.2.O.3.1: Describe changes in tempo and dynamics within a musical work.

**Access Points:**

- MU.2.O.3.In.a Respond to music to demonstrate how it makes one feel.
- MU.2.O.3.Su.a Demonstrate awareness of beat and rhythm.
- MU.2.O.3.Pa.a Explore a variety of music.

MU.2.S.1.1: Improvise short phrases in response to a given musical question.

**Access Points:**

- MU.2.S.1.In.a Perform simple vocal or instrumental musical patterns or songs.
- MU.2.S.1.Su.a Imitate simple vocal or instrumental patterns or songs.
- MU.2.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns or songs.

MU.2.S.1.2: Create simple ostinati to accompany songs or poems.

**Access Points:**

- MU.2.S.1.In.a Perform simple vocal or instrumental musical patterns or songs.
- MU.2.S.1.Su.a Imitate simple vocal or instrumental patterns or songs.
- MU.2.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns or songs.

MU.2.S.2.1: Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

**Access Points:**

- MU.2.S.2.In.a Sing or play songs from memory.
- MU.2.S.2.Su.a Sing or play songs from a model.
- MU.2.S.2.Pa.a Respond to familiar songs.

MU.2.S.3.1: Sing songs in an appropriate range, using head voice and maintaining pitch.

**Access Points:**

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
- MU.2.S.3.In.b Perform simple songs and accompaniments.
- MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
- MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Su.a Sing or play songs from a model.
- MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Pa.a Explore familiar songs.
- MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

MU.2.S.3.2: Play simple melodies and/or accompaniments on classroom instruments.

**Access Points:**

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
- MU.2.S.3.In.b Perform simple songs and accompaniments.
- MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
- MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Su.a Sing or play songs from a model.
- MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Pa.a Explore familiar songs.
- MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

MU.2.S.3.3: Sing simple la-sol-mi-do patterns at sight.

**Access Points:**

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
- MU.2.S.3.In.b Perform simple songs and accompaniments.
- MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
- MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Su.a Sing or play songs from a model.

- MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
  - MU.2.S.3.Pa.a Explore familiar songs.
  - MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.4: Compare aural melodic patterns with written patterns to determine whether they are the same or different.

**Access Points:**

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
  - MU.2.S.3.In.b Perform simple songs and accompaniments.
  - MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
  - MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
  - MU.2.S.3.Su.a Sing or play songs from a model.
  - MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
  - MU.2.S.3.Pa.a Explore familiar songs.
  - MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.5: Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

**Access Points:**

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
  - MU.2.S.3.In.b Perform simple songs and accompaniments.
  - MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
  - MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
  - MU.2.S.3.Su.a Sing or play songs from a model.
  - MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
  - MU.2.S.3.Pa.a Explore familiar songs.
  - MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- VA.3.H.1.3: Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

**Access Points:**

- VA.3.H.1.In.a Identify common characteristics in works of art from selected cultures and times.
- VA.3.H.1.In.b Identify reasons for respecting the work of others.
- VA.3.H.1.Su.a Recognize common characteristics in works of art from selected cultures and times.
- VA.3.H.1.Su.b Follow directions for suitable behavior in an art audience.
- VA.3.H.1.Pa.a Recognize a common characteristic in selected works of art.
- VA.3.H.1.Pa.b Respond respectfully to the artwork of others.

MU.3.C.1.1: Describe listening skills and how they support appreciation of musical works.

**Access Points:**

- MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
- MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
- MU.3.C.1.In.c Identify a variety of orchestral and band instruments.
- MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
- MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.c Recognize selected orchestral and band instruments.
- MU.3.C.1.Su.d Distinguish between music and song.
- MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

MU.3.C.1.2: Respond to a musical work in a variety of ways and compare individual interpretations.

**Access Points:**

- MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
- MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
- MU.3.C.1.In.c Identify a variety of orchestral and band instruments.
- MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
- MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.c Recognize selected orchestral and band instruments.
- MU.3.C.1.Su.d Distinguish between music and song.
- MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

MU.3.C.1.3: Identify families of orchestral and band instruments.

**Access Points:**

- MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
- MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
- MU.3.C.1.In.c Identify a variety of orchestral and band instruments.

- MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
- MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.c Recognize selected orchestral and band instruments.
- MU.3.C.1.Su.d Distinguish between music and song.
- MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

MU.3.C.1.4: Discriminate between unison and two-part singing.

**Access Points:**

- MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
- MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
- MU.3.C.1.In.c Identify a variety of orchestral and band instruments.
- MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
- MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.c Recognize selected orchestral and band instruments.
- MU.3.C.1.Su.d Distinguish between music and song.
- MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

MU.3.C.2.1: Evaluate performances of familiar music using teacher-established criteria.

**Access Points:**

- MU.3.C.2.In.a Identify a reason for preferring one performance of a familiar song over another.
- MU.3.C.2.Su.a Use a teacher-selected criterion to evaluate performances of familiar music.
- MU.3.C.2.Pa.a Select preferred familiar songs.

MU.3.C.3.1: Identify musical characteristics and elements within a piece of music when discussing the value of the work.

**Access Points:**

- MU.3.C.3.In.a Recognize that musical characteristics influence our opinion of the piece.
- MU.3.C.3.Su.a Recognize a variety of music characteristics.
- MU.3.C.3.Pa.a Recognize a characteristic of music.

MU.3.F.1.1: Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.

**Access Points:**

- MU.3.F.1.In.a Use sounds and movements to represent or enhance story or poem characteristics.
- MU.3.F.1.Su.a Imitate sounds and movements to represent or enhance story or poem characteristics.
- MU.3.F.1.Pa.a Respond to a variety of sounds and movements that represent or enhance story or poem characteristics.

MU.3.F.2.1: Identify musicians in the school, community, and media.

**Access Points:**

- MU.3.F.2.In.a Identify musicians in the school, community, or media.
- MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making.
- MU.3.F.2.Su.a Recognize musicians in the school, community, or media.
- MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making.
- MU.3.F.2.Pa.a Recognize that people who make music are called musicians.
- MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music-making.

MU.3.F.2.2: Describe opportunities for personal music-making.

**Access Points:**

- MU.3.F.2.In.a Identify musicians in the school, community, or media.
- MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making.
- MU.3.F.2.Su.a Recognize musicians in the school, community, or media.
- MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making.
- MU.3.F.2.Pa.a Recognize that people who make music are called musicians.
- MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music-making.

MU.3.H.1.1: Compare indigenous instruments of specified cultures.

**Access Points:**

- MU.3.H.1.In.a Identify indigenous instruments of specified cultures.
- MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures.
- MU.3.H.1.Su.a Match selected instruments to specified cultures.
- MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures.
- MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures.
- MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.

MU.3.H.1.2: Identify significant information about specified composers and one or more of their musical works.

**Access Points:**

- MU.3.H.1.In.a Identify indigenous instruments of specified cultures.
- MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures.
- MU.3.H.1.Su.a Match selected instruments to specified cultures.
- MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures.
- MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures.
- MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.

MU.3.H.1.3: Identify timbre(s) in music from a variety of cultures.

**Access Points:**

- MU.3.H.1.In.a Identify indigenous instruments of specified cultures.
- MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures.
- MU.3.H.1.Su.a Match selected instruments to specified cultures.
- MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures.
- MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures.
- MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.

MU.3.H.2.1: Discuss how music in America was influenced by people and events in its history.

**Access Points:**

- MU.3.H.2.In.a Recognize influences of culture and history on American music.
- MU.3.H.2.Su.a Recognize a variety of music that represents American culture or history.
- MU.3.H.2.Pa.a Associate musical examples with American culture or history.

MU.3.H.3.1: Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

**Access Points:**

- MU.3.H.3.In.a Experience similarities in the use of pattern, line, or form in music and other teacher-selected contexts.
- MU.3.H.3.Su.a Explore the use of pattern, line, and form in music and other teacher-selected contexts.
- MU.3.H.3.Pa.a Respond to the use of patterns in music.

MU.3.O.1.1: Identify, using correct music vocabulary, the elements in a musical work.

**Access Points:**

- MU.3.O.1.In.a Recognize basic elements in a piece of music.
- MU.3.O.1.In.b Identify patterns in familiar songs.
- MU.3.O.1.Su.a Recognize a selected element in a piece of music.
- MU.3.O.1.Su.b Imitate patterns in familiar songs.
- MU.3.O.1.Pa.a Respond to rhythmic production.
- MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm.

MU.3.O.1.2: Identify and describe the musical form of a familiar song.

**Access Points:**

- MU.3.O.1.In.a Recognize basic elements in a piece of music.
- MU.3.O.1.In.b Identify patterns in familiar songs.
- MU.3.O.1.Su.a Recognize a selected element in a piece of music.
- MU.3.O.1.Su.b Imitate patterns in familiar songs.
- MU.3.O.1.Pa.a Respond to rhythmic production.
- MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm.

MU.3.O.2.1: Rearrange melodic or rhythmic patterns to generate new phrases.

**Access Points:**

- MU.3.O.2.In.a Rearrange simple melodic or rhythmic patterns to generate new phrases.
- MU.3.O.2.Su.a Imitate simple melodic or rhythmic patterns.
- MU.3.O.2.Pa.a Respond to a variety of simple melodic or rhythmic patterns.

MU.3.O.3.1: Describe how tempo and dynamics can change the mood or emotion of a piece of music.

**Access Points:**

- MU.3.O.3.In.a Identify the mood or emotion of a piece of music.
- MU.3.O.3.Su.a Respond to music to demonstrate how it makes one feel.

MU.3.S.3.1: Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

**Access Points:**

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.

- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

MU.3.S.3.2: Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.

**Access Points:**

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

MU.3.S.3.3: Sing simple la-sol-mi-re-do patterns at sight.

**Access Points:**

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

MU.3.S.3.4: Match simple aural rhythm patterns in duple and triple meter with written patterns.

**Access Points:**

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

MU.3.S.3.5: Notate simple rhythmic and melodic patterns using traditional notation.

**Access Points:**

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

SC.4.P.10.3: Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

**Access Points:**

- SC.4.P.10.In.a: Identify forms of energy, such as light, heat, electrical, and energy of motion.
- SC.4.P.10.In.b Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction).
- SC.4.P.10.In.c Recognize that vibrations cause sound and identify sounds as high or low (pitch).
- SC.4.P.10.In.d Identify machines that use energy from moving water or air, including a windmill and a waterwheel.
- SC.4.P.10.Su.a Recognize uses of different forms of energy, including electricity (computer, freezer); heat (camp fire, stove); and energy of motion (rollercoaster, pinball machine).
- SC.4.P.10.Su.b Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball).
- SC.4.P.10.Su.c Recognize sounds as high or low (pitch).
- SC.4.P.10.Su.d Identify objects that use energy from moving air, such as a pinwheel or sailboat.
- SC.4.P.10.Pa.a Recognize a source of heat energy (fire, heater).
- SC.4.P.10.Pa.b Recognize objects that create sounds.

- SC.4.P.10.Pa.c Recognize that moving air can move objects.
- MU.4.C.1.1: Develop effective listening strategies and describe how they can support appreciation of musical works.

**Access Points:**

- MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.
- MU.4.C.1.In.b Recognize families of orchestral and band instruments.
- MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.
- MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
- MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
- MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.
- MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.
- MU.4.C.1.Pa.c Distinguish between two voice types.

MU.4.C.1.2: Describe, using correct music vocabulary, what is heard in a specific musical work.

**Access Points:**

- MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.
- MU.4.C.1.In.b Recognize families of orchestral and band instruments.
- MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.
- MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
- MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
- MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.
- MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.
- MU.4.C.1.Pa.c Distinguish between two voice types.

MU.4.C.1.3: Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

**Access Points:**

- MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.
- MU.4.C.1.In.b Recognize families of orchestral and band instruments.
- MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.
- MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
- MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
- MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.
- MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.
- MU.4.C.1.Pa.c Distinguish between two voice types.

MU.4.C.1.4: Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.

**Access Points:**

- MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.
- MU.4.C.1.In.b Recognize families of orchestral and band instruments.
- MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.
- MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
- MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
- MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.
- MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.
- MU.4.C.1.Pa.c Distinguish between two voice types.

MU.4.C.2.1: Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

**Access Points:**

- MU.4.C.2.In.a Identify selected basic music performance techniques to provide a foundation for critiquing self and others.
- MU.4.C.2.In.b Use defined criteria to critique specified techniques in performances of one's self and others.
- MU.4.C.2.Su.a Recognize a selected basic music performance technique to provide a foundation for critiquing self and others.
- MU.4.C.2.Su.b Use a teacher-selected criterion to critique specified techniques in performances of one's self and others.
- MU.4.C.2.Pa.a Select a characteristic that makes music appealing.

MU.4.C.2.2: Critique specific techniques in one's own and others' performances using teacher-established criteria.

**Access Points:**

- MU.4.C.2.In.a Identify selected basic music performance techniques to provide a foundation for critiquing self and others.
- MU.4.C.2.In.b Use defined criteria to critique specified techniques in performances of one's self and others.
- MU.4.C.2.Su.a Recognize a selected basic music performance technique to provide a foundation for critiquing self and others.
- MU.4.C.2.Su.b Use a teacher-selected criterion to critique specified techniques in performances of one's self and others.
- MU.4.C.2.Pa.a Select a characteristic that makes music appealing.

MU.4.C.3.1: Describe characteristics that make various musical works appealing.

**Access Points:**

- MU.4.C.3.In.a Identify characteristics that make various musical works appealing.
- MU.4.C.3.Su.a Recognize characteristics that make various musical works appealing.
- MU.4.C.3.Pa.a Select a characteristic that makes a musical work appealing.

MU.4.F.1.1: Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

**Access Points:**

- MU.4.F.1.In.a Change the feeling of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
- MU.4.F.1.Su.a Imitate changes in sounds and movements of melodic or rhythmic pieces.
- MU.4.F.1.Pa.a Explore changes in sounds and movements of melodic or rhythmic pieces.

MU.4.F.2.1: Describe roles and careers of selected musicians.

**Access Points:**

- MU.4.F.2.In.a Identify two or more community opportunities in or related to music for employment or leisure.
- MU.4.F.2.Su.a Recognize two or more community opportunities to participate in activities related to music.
- MU.4.F.2.Pa.a Associate music with leisure or recreation.

MU.4.F.3.1: Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

**Access Points:**

- MU.4.F.3.In.a Identify a personal quality that supports success in music that can be applied to other fields.
- MU.4.F.3.Su.a Recognize a personal quality that supports success in music that can be applied to other fields.
- MU.4.F.3.Su.b Recognize and respect the property of others.
- MU.4.F.3.Pa.a Recognize a personal quality that supports success in life.
- MU.4.F.3.Pa.b Recognize the property of others.

MU.4.F.3.2: Discuss the safe, legal way to download songs and other media.

**Access Points:**

- MU.4.F.3.In.a Identify a personal quality that supports success in music that can be applied to other fields.
- MU.4.F.3.Su.a Recognize a personal quality that supports success in music that can be applied to other fields.
- MU.4.F.3.Su.b Recognize and respect the property of others.
- MU.4.F.3.Pa.a Recognize a personal quality that supports success in life.
- MU.4.F.3.Pa.b Recognize the property of others.

MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

**Access Points:**

- MU.4.H.1.In.a Identify common uses of music within specific cultures.
- MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own.
- MU.4.H.1.Su.a Recognize common uses of music within specific cultures.
- MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures.
- MU.4.H.1.Pa.a Recognize a use of music common to cultures or times.
- MU.4.H.1.Pa.b Associate a piece of music with a specified culture.

MU.4.H.1.2: Describe the influence of selected composers on the musical works and practices or traditions of their time.

**Access Points:**

- MU.4.H.1.In.a Identify common uses of music within specific cultures.
- MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own.
- MU.4.H.1.Su.a Recognize common uses of music within specific cultures.
- MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures.
- MU.4.H.1.Pa.a Recognize a use of music common to cultures or times.
- MU.4.H.1.Pa.b Associate a piece of music with a specified culture.

MU.4.H.1.3: Identify pieces of music that originated from cultures other than one's own.

**Access Points:**

- MU.4.H.1.In.a Identify common uses of music within specific cultures.
- MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own.
- MU.4.H.1.Su.a Recognize common uses of music within specific cultures.
- MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures.
- MU.4.H.1.Pa.a Recognize a use of music common to cultures or times.
- MU.4.H.1.Pa.b Associate a piece of music with a specified culture.

MU.4.H.2.1: Perform, listen to, and discuss music related to Florida's history.

**Access Points:**

- MU.4.H.2.In.a Identify and listen to music related to Florida's history.
- MU.4.H.2.In.b Identify a variety of venues to experience music.
- MU.4.H.2.Su.a Recognize a variety of music that represents Florida culture or history.
- MU.4.H.2.Su.b Recognize a variety of venues to experience music.
- MU.4.H.2.Pa.a Associate musical examples with Florida culture or history.
- MU.4.H.2.Pa.b Recognize a way to interact with music.

MU.4.H.2.2: Identify ways in which individuals of varying ages and cultures experience music.

**Access Points:**

- MU.4.H.2.In.a Identify and listen to music related to Florida's history.
- MU.4.H.2.In.b Identify a variety of venues to experience music.
- MU.4.H.2.Su.a Recognize a variety of music that represents Florida culture or history.
- MU.4.H.2.Su.b Recognize a variety of venues to experience music.
- MU.4.H.2.Pa.a Associate musical examples with Florida culture or history.
- MU.4.H.2.Pa.b Recognize a way to interact with music.

MU.4.H.3.1: Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

**Access Points:**

- MU.4.H.3.In.a Compare the use of pattern, line, and form found in music with other teacher-selected contexts.
- MU.4.H.3.Su.a Connect the use of pattern, line, and form found in music with another teacher-selected context.
- MU.4.H.3.Pa.a Respond to the use of patterns in music and another teacher-selected context.

MU.4.O.1.1: Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

**Access Points:**

- MU.4.O.1.In.a Identify elements of music in different types of music as a foundation for understanding the structural conventions of specific styles.
- MU.4.O.1.Su.a Recognize selected elements of music in different types of music.
- MU.4.O.1.Pa.a Demonstrate awareness of beat and rhythm.

MU.4.O.2.1: Create variations for selected melodies.

**Access Points:**

- MU.4.O.2.In.a Change the feeling of a musical phrase by altering the elements of music.
- MU.4.O.2.Su.a Select an element to change in a musical phrase.
- MU.4.O.2.Pa.a Respond to a change in a musical phrase.

MU.4.O.3.1: Identify how expressive elements and lyrics affect the mood or emotion of a song.

**Access Points:**

- MU.4.O.3.In.a Recognize how a change in an expressive element affects the mood or emotion of a song.
- MU.4.O.3.In.b Change an expressive element to a vocal or instrumental piece and discuss the result.
- MU.4.O.3.Su.a Match expressive elements and lyrics to mood or emotion.
- MU.4.O.3.Pa.a Recognize the mood or emotion expressed in a musical piece.

MU.4.O.3.2: Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

**Access Points:**

- MU.4.O.3.In.a Recognize how a change in an expressive element affects the mood or emotion of a song.
- MU.4.O.3.In.b Change an expressive element to a vocal or instrumental piece and discuss the result.
- MU.4.O.3.Su.a Match expressive elements and lyrics to mood or emotion.
- MU.4.O.3.Pa.a Recognize the mood or emotion expressed in a musical piece.

MU.4.S.1.1: Improvise phrases, using familiar songs.

**Access Points:**

- MU.4.S.1.In.a Improvise vocal or instrumental patterns using familiar songs.
- MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs.
- MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.

MU.4.S.1.2: Create melodic patterns using a variety of sound sources.

**Access Points:**

- MU.4.S.1.In.a Improvise vocal or instrumental patterns using familiar songs.
- MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs.
- MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.

MU.4.S.1.3: Arrange a familiar song for voices or instruments by manipulating form.

**Access Points:**

- MU.4.S.1.In.a Improvise vocal or instrumental patterns using familiar songs.

- MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs.
- MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.

MU.4.S.2.1: Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

**Access Points:**

- MU.4.S.2.In.a Recognize patterns in music.
- MU.4.S.2.Su.a Imitate musical patterns.
- MU.4.S.2.Pa.a Recognize a musical pattern.

MU.4.S.3.1: Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

**Access Points:**

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.4.S.3.2: Play rounds, canons, or layered ostinati on classroom instruments.

**Access Points:**

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.4.S.3.3: Perform extended pentatonic melodies at sight.

**Access Points:**

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.4.S.3.4: Play simple ostinati, by ear, using classroom instruments.

**Access Points:**

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.4.S.3.5: Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

**Access Points:**

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.5.C.1.1: Discuss and apply listening strategies to support appreciation of musical works.

**Access Points:**

- MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works.
- MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.
- MU.5.C.1.In.c Identify families of orchestral and band instruments.
- MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.

- MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works.
- MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.
- MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.
- MU.5.C.1.Su.d Recognize differences between different voice parts.
- MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works.
- MU.5.C.1.Pa.b Recognize that music examples convey meaning.
- MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
- MU.5.C.1.Pa.d Distinguish between two voices.

MU.5.C.1.2: Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

**Access Points:**

- MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works.
- MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.
- MU.5.C.1.In.c Identify families of orchestral and band instruments.
- MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.
- MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works.
- MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.
- MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.
- MU.5.C.1.Su.d Recognize differences between different voice parts.
- MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works.
- MU.5.C.1.Pa.b Recognize that music examples convey meaning.
- MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
- MU.5.C.1.Pa.d Distinguish between two voices.

MU.5.C.1.3: Identify, aurally, selected instruments of the band and orchestra.

**Access Points:**

- MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works.
- MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.
- MU.5.C.1.In.c Identify families of orchestral and band instruments.
- MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.
- MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works.
- MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.
- MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.
- MU.5.C.1.Su.d Recognize differences between different voice parts.
- MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works.
- MU.5.C.1.Pa.b Recognize that music examples convey meaning.
- MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
- MU.5.C.1.Pa.d Distinguish between two voices.

MU.5.C.1.4: Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

**Access Points:**

- MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works.
- MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.
- MU.5.C.1.In.c Identify families of orchestral and band instruments.
- MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.
- MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works.
- MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.
- MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.
- MU.5.C.1.Su.d Recognize differences between different voice parts.
- MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works.
- MU.5.C.1.Pa.b Recognize that music examples convey meaning.
- MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
- MU.5.C.1.Pa.d Distinguish between two voices.

MU.5.C.2.1: Define criteria, using correct music vocabulary, to critique one's own and others' performance.

**Access Points:**

- MU.5.C.2.In.a Use defined criteria to analyze one's own and others' performance.
- MU.5.C.2.In.b Use defined criteria to analyze and revise one's own performance.
- MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one's own and others' performance.
- MU.5.C.2.Su.b Use a teacher-selected criterion to analyze and revise one's own performance.
- MU.5.C.2.Pa.a Use a teacher-selected criterion to evaluate performances of familiar music.
- MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.

MU.5.C.2.2: Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.

**Access Points:**

- MU.5.C.2.In.a Use defined criteria to analyze one's own and others' performance.

- MU.5.C.2.In.b Use defined criteria to analyze and revise one's own performance.
- MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one's own and others' performance.
- MU.5.C.2.Su.b Use a teacher-selected criterion to analyze and revise one's own performance.
- MU.5.C.2.Pa.a Use a teacher-selected criterion to evaluate performances of familiar music.
- MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.

MU.5.C.3.1: Develop criteria to evaluate an exemplary musical work from a specific period or genre.

**Access Points:**

- MU.5.C.3.In.a Use defined criteria to respond to musical work of a specified period or genre.
- MU.5.C.3.Su.a Use a teacher-selected criterion to respond to musical work of a specified period or genre.
- MU.5.C.3.Pa.a Select preferred musical work of a specified period or genre.

MU.5.F.1.1: Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

**Access Points:**

- MU.5.F.1.In.a Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
- MU.5.F.1.Su.a Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
- MU.5.F.1.Pa.a Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.2.1: Describe jobs associated with various types of concert venues and performing arts centers.

**Access Points:**

- MU.5.F.2.In.a Identify two or more community opportunities in or related to music for employment and leisure.
- MU.5.F.2.Su.a Recognize two or more community opportunities in or related to music for employment or leisure.
- MU.5.F.2.Pa.a Recognize a community opportunity in or related to music for employment or leisure.

MU.5.F.2.2: Explain why live performances are important to the career of the artist and the success of performance venues.

**Access Points:**

- MU.5.F.2.In.a Identify two or more community opportunities in or related to music for employment and leisure.
- MU.5.F.2.Su.a Recognize two or more community opportunities in or related to music for employment or leisure.
- MU.5.F.2.Pa.a Recognize a community opportunity in or related to music for employment or leisure.

MU.5.F.3.1: Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

**Access Points:**

- MU.5.F.3.In.a Identify personal qualities that support success in music that can be applied to other fields.
- MU.5.F.3.In.b Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music.
- MU.5.F.3.Su.a Recognize selected personal qualities that support success in music that can be applied to other fields.
- MU.5.F.3.Su.b Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music.
- MU.5.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields.
- MU.5.F.3.Pa.b Recognize and respect the property of others.

MU.5.F.3.2: Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

**Access Points:**

- MU.5.F.3.In.a Identify personal qualities that support success in music that can be applied to other fields.
- MU.5.F.3.In.b Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music.
- MU.5.F.3.Su.a Recognize selected personal qualities that support success in music that can be applied to other fields.
- MU.5.F.3.Su.b Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music.
- MU.5.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields.
- MU.5.F.3.Pa.b Recognize and respect the property of others.

MU.5.H.1.1: Identify the purposes for which music is used within various cultures.

**Access Points:**

- MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures.
- MU.5.H.1.In.b Identify similarities and differences between styles and features of music produced by different cultures.
- MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures.
- MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures.
- MU.5.H.1.Pa.a Recognize the purpose of specified music.
- MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.

MU.5.H.1.2: Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

**Access Points:**

- MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures.
- MU.5.H.1.In.b Identify similarities and differences between styles and features of music produced by different cultures.
- MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures.
- MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures.
- MU.5.H.1.Pa.a Recognize the purpose of specified music.
- MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.

MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures.

**Access Points:**

- MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures.
- MU.5.H.1.In.b Identify similarities and differences between styles and features of music produced by different cultures.
- MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures.
- MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures.
- MU.5.H.1.Pa.a Recognize the purpose of specified music.
- MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.

MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period.

**Access Points:**

- MU.5.H.2.In.a Identify musicians and composers for a specific historical period.
- MU.5.H.2.In.b Identify and use a variety of technologies to experience music.
- MU.5.H.2.Su.a Recognize selected music for a specific historical period.
- MU.5.H.2.Su.b Recognize and use selected technologies to experience music.
- MU.5.H.2.Pa.a Explore music from a specific historical period.
- MU.5.H.2.Pa.b Use a selected technology to experience music.

MU.5.H.2.2: Describe how technology has changed the way audiences experience music.

**Access Points:**

- MU.5.H.2.In.a Identify musicians and composers for a specific historical period.
- MU.5.H.2.In.b Identify and use a variety of technologies to experience music.
- MU.5.H.2.Su.a Recognize selected music for a specific historical period.
- MU.5.H.2.Su.b Recognize and use selected technologies to experience music.
- MU.5.H.2.Pa.a Explore music from a specific historical period.
- MU.5.H.2.Pa.b Use a selected technology to experience music.

MU.5.H.3.1: Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

**Access Points:**

- MU.5.H.3.In.a Examine the steps of a critical thinking process in music and apply them to another teacher-selected discipline.
- MU.5.H.3.Su.a Examine selected steps in critical-thinking processes in music and apply them to another teacher-selected discipline.
- MU.5.H.3.Pa.a Explore the use of pattern, line, and form in music and other teacher-selected contexts.

MU.5.O.1.1: Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

**Access Points:**

- MU.5.O.1.In.a Identify the musical elements in various styles of music using correct music vocabulary.
- MU.5.O.1.Su.a Recognize basic elements in various styles of music.
- MU.5.O.1.Pa.a Recognize a selected element in a piece of music.
- MU.5.O.1.Pa.b Recognize a selected element in a piece of music.

MU.5.O.2.1: Create a new melody from two or more melodic motifs.

**Access Points:**

- MU.5.O.2.In.a Rearrange melodic or rhythmic patterns to generate new phrases.
- MU.5.O.2.Su.a Rearrange simple melodic or rhythmic patterns to generate new phrases.
- MU.5.O.2.Pa.a Select preferred simple melodic or rhythmic patterns.

MU.5.O.3.1: Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

**Access Points:**

- MU.5.O.3.In.a Discuss how expressive elements can change the mood or emotion of a piece of music.
- MU.5.O.3.In.b Practice performing expressive elements in a vocal or instrumental piece.
- MU.5.O.3.Su.a Identify the mood or emotion of a piece of music.
- MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel.
- MU.5.O.3.Pa.b Respond to music to demonstrate how it makes one feel.

MU.5.O.3.2: Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

**Access Points:**

- MU.5.O.3.In.a Discuss how expressive elements can change the mood or emotion of a piece of music.
- MU.5.O.3.In.b Practice performing expressive elements in a vocal or instrumental piece.
- MU.5.O.3.Su.a Identify the mood or emotion of a piece of music.
- MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel.
- MU.5.O.3.Pa.b Respond to music to demonstrate how it makes one feel.

MU.5.S.1.1: Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

**Access Points:**

- MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns.
- MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

MU.5.S.1.2: Compose short vocal or instrumental pieces using a variety of sound sources.

**Access Points:**

- MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns.
- MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

MU.5.S.1.3: Arrange a familiar song by manipulating specified aspects of music.

**Access Points:**

- MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns.
- MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

MU.5.S.1.4: Sing or play simple melodic patterns by ear with support from the teacher.

**Access Points:**

- MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns.
- MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

MU.5.S.2.1: Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

**Access Points:**

- MU.5.S.2.In.a Re-create musical patterns from familiar music.
- MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch.
- MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments.
- MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation.
- MU.5.S.2.Su.a Imitate a variety of musical patterns.
- MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.5.S.2.Pa.a Match musical patterns to a model.
- MU.5.S.2.Pa.a Contribute to the performance of group songs.
- MU.5.S.2.Pa.b Sing or play songs or patterns from memory.

MU.5.S.2.2: Apply performance techniques to familiar music.

**Access Points:**

- MU.5.S.2.In.a Re-create musical patterns from familiar music.
- MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch.
- MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments.
- MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation.
- MU.5.S.2.Su.a Imitate a variety of musical patterns.
- MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.5.S.2.Pa.a Match musical patterns to a model.
- MU.5.S.2.Pa.a Contribute to the performance of group songs.
- MU.5.S.2.Pa.b Sing or play songs or patterns from memory.

Name	Description
<a href="#">DA.1.O.3.1:</a>	Create movement phrases to express a feeling, idea, or story.
<a href="#">DA.2.O.3.1:</a>	Use movement to interpret feelings, stories, pictures, and songs.
<a href="#">DA.3.H.1.1:</a>	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
<a href="#">DA.4.H.3.3:</a>	Describe how dance and music can each be used to interpret and support the other.
<a href="#">DA.K.O.3.1:</a>	Use movement to express a feeling, idea, or story.
<a href="#">DA.K.S.3.3:</a>	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.1.RL.1.2:</a>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<a href="#">LAFS.1.RL.2.4:</a>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<a href="#">LAFS.2.RI.1.1:</a>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<a href="#">LAFS.3.RI.1.1:</a>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">LAFS.4.RL.1.3:</a>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

<a href="#">LAFS.5.L.2.3:</a>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
<a href="#">LAFS.K.RL.4.10:</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">MU.1.C.1.1:</a>	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. <b>Remarks/Examples:</b> e.g., beat, rhythm, phrasing, dynamics, tempo
<a href="#">MU.1.C.1.2:</a>	Respond to music from various sound sources to show awareness of differences in musical ideas. <b>Remarks/Examples:</b> e.g., moods, images
<a href="#">MU.1.C.1.3:</a>	Classify instruments into pitched and unpitched percussion families. <b>Remarks/Examples:</b> e.g., xylophone, glockenspiel, woodblock, tambourine
<a href="#">MU.1.C.1.4:</a>	Differentiate between music performed by one singer and music performed by a group of singers.
<a href="#">MU.1.C.2.1:</a>	Identify the similarities and differences between two performances of a familiar song. <b>Remarks/Examples:</b> e.g., tempo, lyrics/no lyrics, style
<a href="#">MU.1.C.3.1:</a>	Share different thoughts or feelings people have about selected pieces of music.
<a href="#">MU.1.F.1.1:</a>	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. <b>Remarks/Examples:</b> e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes
<a href="#">MU.1.F.2.1:</a>	Describe how he or she likes to participate in music. <b>Remarks/Examples:</b> e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument
<a href="#">MU.1.F.3.1:</a>	Demonstrate appropriate manners and teamwork necessary for success in a music classroom. <b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners
<a href="#">MU.1.H.1.1:</a>	Perform simple songs, dances, and musical games from a variety of cultures. <b>Remarks/Examples:</b> e.g., nursery rhymes, singing games, play parties, folk dances
<a href="#">MU.1.H.2.1:</a>	Identify and perform folk music used to remember and honor America and its cultural heritage. <b>Remarks/Examples:</b> e.g., "This Land is Your Land," "Short'nin' Bread," "America"
<a href="#">MU.1.H.3.1:</a>	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants. <b>Remarks/Examples:</b> e.g., rhyming words, vowel sounds, characters, setting, mood
<a href="#">MU.1.O.1.1:</a>	Respond to contrasts in music as a foundation for understanding structure. <b>Remarks/Examples:</b> e.g., high/low, fast/slow, long/short, phrases
<a href="#">MU.1.O.1.2:</a>	Identify patterns of a simple, four-measure song or speech piece. <b>Remarks/Examples:</b> e.g., AABA, ABCA, ABAC
<a href="#">MU.1.O.3.1:</a>	Respond to changes in tempo and/or dynamics within musical examples.
<a href="#">MU.1.S.1.1:</a>	Improvise a four-beat response to a musical question sung or played by someone else. <b>Remarks/Examples:</b> e.g., melodic, rhythmic
<a href="#">MU.1.S.1.2:</a>	Create short melodic and rhythmic patterns based on teacher-established guidelines.
<a href="#">MU.1.S.2.1:</a>	Sing or play songs, which may include changes in verses or repeats, from memory.
<a href="#">MU.1.S.3.1:</a>	Sing simple songs in a group, using head voice and maintaining pitch. <b>Remarks/Examples:</b> e.g., folk songs, finger-plays, call-and-response, echo songs
<a href="#">MU.1.S.3.2:</a>	Play three- to five-note melodies and/or accompaniments on classroom instruments.
<a href="#">MU.1.S.3.3:</a>	Sing simple la-sol-mi patterns at sight. <b>Remarks/Examples:</b> e.g., reading from hand signs or iconic representations
<a href="#">MU.1.S.3.4:</a>	Match simple aural rhythm patterns in duple meter with written patterns. <b>Remarks/Examples:</b> e.g., quarter note/rest, beamed eighth notes
<a href="#">MU.1.S.3.5:</a>	Show visual representation of simple melodic patterns performed by the teacher or a peer. <b>Remarks/Examples:</b> e.g., draw, body/hand signs, manipulatives, la-sol-mi

	Identify appropriate listening skills for learning about musical examples selected by the teacher.
<a href="#">MU.2.C.1.1:</a>	<b>Remarks/Examples:</b> e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists
	Respond to a piece of music and discuss individual interpretations.
<a href="#">MU.2.C.1.2:</a>	<b>Remarks/Examples:</b> e.g., move, write, draw, describe, gesture
<a href="#">MU.2.C.1.3:</a>	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
<a href="#">MU.2.C.1.4:</a>	Identify child, adult male, and adult female voices by timbre.
<a href="#">MU.2.C.2.1:</a>	Identify strengths and needs in classroom performances of familiar songs.
	Discuss why musical characteristics are important when forming and discussing opinions about music.
<a href="#">MU.2.C.3.1:</a>	<b>Remarks/Examples:</b> e.g., tempo, rhythm, dynamics, instrumentation
	Create a musical performance that brings a story or poem to life.
<a href="#">MU.2.F.1.1:</a>	<b>Remarks/Examples:</b> e.g., sound carpets, original stories and poems, literary works
	Describe how people participate in music.
<a href="#">MU.2.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials
	Collaborate with others in a music presentation and discuss what was successful and what could be improved.
<a href="#">MU.2.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups
	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
<a href="#">MU.2.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato
<a href="#">MU.2.H.1.2:</a>	Identify the primary differences between composed and folk music.
	Discuss how music is used for celebrations in American and other cultures.
<a href="#">MU.2.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., birthdays, New Year, national and religious holidays
<a href="#">MU.2.H.3.1:</a>	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
	Identify basic elements of music in a song or instrumental excerpt.
<a href="#">MU.2.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., melody, rhythm, pitch, form
	Identify the form of a simple piece of music.
<a href="#">MU.2.O.1.2:</a>	<b>Remarks/Examples:</b> e.g., AB, ABA, call-and-response
<a href="#">MU.2.O.3.1:</a>	Describe changes in tempo and dynamics within a musical work.
<a href="#">MU.2.S.1.1:</a>	Improvise short phrases in response to a given musical question.
<a href="#">MU.2.S.1.2:</a>	Create simple ostinati to accompany songs or poems.
<a href="#">MU.2.S.2.1:</a>	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
<a href="#">MU.2.S.3.1:</a>	Sing songs in an appropriate range, using head voice and maintaining pitch.
<a href="#">MU.2.S.3.2:</a>	Play simple melodies and/or accompaniments on classroom instruments.
	Sing simple la-sol-mi-do patterns at sight.
<a href="#">MU.2.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., reading from hand signs and/or iconic or traditional representations
	Compare aural melodic patterns with written patterns to determine whether they are the same or different.
<a href="#">MU.2.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes
	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.
<a href="#">MU.2.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., draw, body/hand signs, manipulatives, la-sol-mi
	Describe listening skills and how they support appreciation of musical works.
<a href="#">MU.3.C.1.1:</a>	<b>Remarks/Examples:</b> e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
	Respond to a musical work in a variety of ways and compare individual interpretations.
<a href="#">MU.3.C.1.2:</a>	<b>Remarks/Examples:</b> e.g., move, draw, sing, play, gesture, conduct
	Identify families of orchestral and band instruments.
<a href="#">MU.3.C.1.3:</a>	<b>Remarks/Examples:</b> e.g., strings, woodwinds, brass, percussion, keyboards
<a href="#">MU.3.C.1.4:</a>	Discriminate between unison and two-part singing.
<a href="#">MU.3.C.2.1:</a>	Evaluate performances of familiar music using teacher-established criteria.

	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
<a href="#">MU.3.C.3.1:</a>	<b>Remarks/Examples:</b> e.g., tempo, rhythm, timbre, form, instrumentation, texture
	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
<a href="#">MU.3.F.1.1:</a>	<b>Remarks/Examples:</b> e.g., sound carpets, original stories and poems, literary works
	Identify musicians in the school, community, and media.
<a href="#">MU.3.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services
	Describe opportunities for personal music-making.
<a href="#">MU.3.F.2.2:</a>	<b>Remarks/Examples:</b> e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music
	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
<a href="#">MU.3.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups
	Compare indigenous instruments of specified cultures.
<a href="#">MU.3.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., congas, dundun drums, maracas, dulcimer, darabukah
<a href="#">MU.3.H.1.2:</a>	Identify significant information about specified composers and one or more of their musical works.
	Identify timbre(s) in music from a variety of cultures.
<a href="#">MU.3.H.1.3:</a>	<b>Remarks/Examples:</b> e.g., metals, woods, shakers, strings, voice: adult, child
	Discuss how music in America was influenced by people and events in its history.
<a href="#">MU.3.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., slavery, expansion of railroad, jazz, war, politics
	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
<a href="#">MU.3.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., in dance, visual art, language arts, pulse, rhythm, fluency
	Identify, using correct music vocabulary, the elements in a musical work.
<a href="#">MU.3.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., rhythm, pitch, timbre, form
	Identify and describe the musical form of a familiar song.
<a href="#">MU.3.O.1.2:</a>	<b>Remarks/Examples:</b> e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
<a href="#">MU.3.O.2.1:</a>	Rearrange melodic or rhythmic patterns to generate new phrases.
<a href="#">MU.3.O.3.1:</a>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
<a href="#">MU.3.S.1.1:</a>	Improvise rhythms or melodies over ostinati.
	Create an alternate ending to a familiar song.
<a href="#">MU.3.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., dynamics, tempo, lyrics
	Identify patterns in songs to aid the development of sequencing and memorization skills.
<a href="#">MU.3.S.2.1:</a>	<b>Remarks/Examples:</b> e.g., parts of a round, parts of a layered work
<a href="#">MU.3.S.3.1:</a>	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
<a href="#">MU.3.S.3.2:</a>	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
	Sing simple la-sol-mi-re-do patterns at sight.
<a href="#">MU.3.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., reading from hand signs; reading from nontraditional or traditional notation
	Match simple aural rhythm patterns in duple and triple meter with written patterns.
<a href="#">MU.3.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., 2/4, 3/4, 4/4
	Notate simple rhythmic and melodic patterns using traditional notation.
<a href="#">MU.3.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do
	Develop effective listening strategies and describe how they can support appreciation of musical works.
<a href="#">MU.4.C.1.1:</a>	<b>Remarks/Examples:</b> e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists
	Describe, using correct music vocabulary, what is heard in a specific musical work.
<a href="#">MU.4.C.1.2:</a>	<b>Remarks/Examples:</b> e.g., movement of melodic line, tempo, repeated and contrasting patterns

<a href="#">MU.4.C.1.3:</a>	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
<a href="#">MU.4.C.1.4:</a>	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
<a href="#">MU.4.C.2.1:</a>	<b>Remarks/Examples:</b> e.g., intonation, balance, blend, timbre, posture, breath support
<a href="#">MU.4.C.2.2:</a>	Critique specific techniques in one's own and others performances using teacher-established criteria.
	Describe characteristics that make various musical works appealing.
<a href="#">MU.4.C.3.1:</a>	<b>Remarks/Examples:</b> e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
<a href="#">MU.4.F.1.1:</a>	<b>Remarks/Examples:</b> e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry
	Describe roles and careers of selected musicians.
<a href="#">MU.4.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
<a href="#">MU.4.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
	Discuss the safe, legal way to download songs and other media.
<a href="#">MU.4.F.3.2:</a>	<b>Remarks/Examples:</b> e.g., sharing personal and financial information, copying and sharing music
<a href="#">MU.4.H.1.1:</a>	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
<a href="#">MU.4.H.1.2:</a>	Describe the influence of selected composers on the musical works and practices or traditions of their time.
<a href="#">MU.4.H.1.3:</a>	Identify pieces of music that originated from cultures other than one's own.
	Perform, listen to, and discuss music related to Florida's history.
<a href="#">MU.4.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize
	Identify ways in which individuals of varying ages and cultures experience music.
<a href="#">MU.4.H.2.2:</a>	<b>Remarks/Examples:</b> e.g., live concert, musical theatre, Internet, recordings
	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.
<a href="#">MU.4.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves
	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
<a href="#">MU.4.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
<a href="#">MU.4.O.2.1:</a>	Create variations for selected melodies.
	Identify how expressive elements and lyrics affect the mood or emotion of a song.
<a href="#">MU.4.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., tempo, dynamics, phrasing, articulation
<a href="#">MU.4.O.3.2:</a>	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
	Improvise phrases, using familiar songs.
<a href="#">MU.4.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., altering text, rhythm, pitch, melody
	Create melodic patterns using a variety of sound sources.
<a href="#">MU.4.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., voice, instrument
	Arrange a familiar song for voices or instruments by manipulating form.
<a href="#">MU.4.S.1.3:</a>	<b>Remarks/Examples:</b> e.g., introduction, interlude/bridge, coda, ABA, rondo
<a href="#">MU.4.S.2.1:</a>	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
<a href="#">MU.4.S.3.1:</a>	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
<a href="#">MU.4.S.3.2:</a>	Play rounds, canons, or layered ostinati on classroom instruments.
	Perform extended pentatonic melodies at sight.
<a href="#">MU.4.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., high do, low sol, low la; vocal and/or instrumental
<a href="#">MU.4.S.3.4:</a>	Play simple ostinati, by ear, using classroom instruments.
	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
<a href="#">MU.4.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do

	Discuss and apply listening strategies to support appreciation of musical works.
<a href="#">MU.5.C.1.1:</a>	<b>Remarks/Examples:</b> e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists
	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
<a href="#">MU.5.C.1.2:</a>	<b>Remarks/Examples:</b> e.g., title, historical notes, quality recordings, instrumentation, expressive elements
	Identify, aurally, selected instruments of the band and orchestra.
<a href="#">MU.5.C.1.3:</a>	<b>Remarks/Examples:</b> e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord
<a href="#">MU.5.C.1.4:</a>	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
	Define criteria, using correct music vocabulary, to critique one's own and others performance.
<a href="#">MU.5.C.2.1:</a>	<b>Remarks/Examples:</b> e.g., intonation, balance, blend, timbre
<a href="#">MU.5.C.2.2:</a>	Describe changes, using correct music vocabulary, in one's own and/or others performance over time.
<a href="#">MU.5.C.3.1:</a>	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
<a href="#">MU.5.F.1.1:</a>	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	Describe jobs associated with various types of concert venues and performing arts centers.
<a href="#">MU.5.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant
<a href="#">MU.5.F.2.2:</a>	Explain why live performances are important to the career of the artist and the success of performance venues.
	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
<a href="#">MU.5.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented
	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
<a href="#">MU.5.F.3.2:</a>	<b>Remarks/Examples:</b> e.g., downloading music and other digital media, sharing personal and financial information, copying music
	Identify the purposes for which music is used within various cultures.
<a href="#">MU.5.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., communication, celebration, ceremony
<a href="#">MU.5.H.1.2:</a>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
	Compare stylistic and musical features in works originating from different cultures.
<a href="#">MU.5.H.1.3:</a>	<b>Remarks/Examples:</b> e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns
<a href="#">MU.5.H.2.1:</a>	Examine the contributions of musicians and composers for a specific historical period.
<a href="#">MU.5.H.2.2:</a>	Describe how technology has changed the way audiences experience music.
	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
<a href="#">MU.5.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., reading, writing, observing, listening, evaluating, embellishing, revising
	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
<a href="#">MU.5.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz
<a href="#">MU.5.O.2.1:</a>	Create a new melody from two or more melodic motifs.
	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
<a href="#">MU.5.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., tempo, dynamics, timbre, texture, phrasing, articulation
<a href="#">MU.5.O.3.2:</a>	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<a href="#">MU.5.S.1.1:</a>	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
<a href="#">MU.5.S.1.2:</a>	Compose short vocal or instrumental pieces using a variety of sound sources.
	Arrange a familiar song by manipulating specified aspects of music.
<a href="#">MU.5.S.1.3:</a>	<b>Remarks/Examples:</b> e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation
<a href="#">MU.5.S.1.4:</a>	Sing or play simple melodic patterns by ear with support from the teacher.
<a href="#">MU.5.S.2.1:</a>	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
<a href="#">MU.5.S.2.2:</a>	Apply performance techniques to familiar music.
<a href="#">MU.5.S.3.1:</a>	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
<a href="#">MU.5.S.3.2:</a>	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
	Perform simple diatonic melodies at sight.
<a href="#">MU.5.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., vocal and/or instrumental
<a href="#">MU.5.S.3.4:</a>	Play melodies and accompaniments, by ear, using classroom instruments.
	Notate rhythmic phrases and simple diatonic melodies using traditional notation.

<a href="#">MU.5.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation
	Respond to music from various sound sources to show awareness of steady beat.
<a href="#">MU.K.C.1.1:</a>	<b>Remarks/Examples:</b> e.g., steady beat, pulse
	Identify various sounds in a piece of music.
<a href="#">MU.K.C.1.2:</a>	<b>Remarks/Examples:</b> e.g., vocal/instrumental timbres, environmental sounds
	Identify, visually and aurally, pitched and unpitched classroom instruments.
<a href="#">MU.K.C.1.3:</a>	<b>Remarks/Examples:</b> e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp
<a href="#">MU.K.C.1.4:</a>	Identify singing, speaking, and whispering voices.
<a href="#">MU.K.C.2.1:</a>	Identify similarities and/or differences in a performance.
<a href="#">MU.K.C.3.1:</a>	Share opinions about selected pieces of music.
	Respond to and explore music through creative play and found sounds in the music classroom.
<a href="#">MU.K.F.1.1:</a>	<b>Remarks/Examples:</b> e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets
	Exhibit age-appropriate music and life skills that will add to the success in the music classroom.
<a href="#">MU.K.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners
	Respond to music from diverse cultures through singing and movement.
<a href="#">MU.K.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., nursery rhymes, singing games, folk dances
	Respond to and/or perform folk music of American cultural sub-groups.
<a href="#">MU.K.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., African American, Anglo-American, Latin American, Native American
	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
<a href="#">MU.K.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing
	Identify similarities and differences in melodic phrases and/or rhythm patterns.
<a href="#">MU.K.O.1.2:</a>	<b>Remarks/Examples:</b> e.g., visually, aurally
	Respond to music to demonstrate how it makes one feel.
<a href="#">MU.K.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., movement, drawings
	Improvise a response to a musical question sung or played by someone else.
<a href="#">MU.K.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., melodic, rhythmic
	Sing or play songs from memory.
<a href="#">MU.K.S.2.1:</a>	<b>Remarks/Examples:</b> e.g., rhymes, chants, poems
<a href="#">MU.K.S.3.1:</a>	Sing songs of limited range appropriate to the young child and use the head voice.
	Perform simple songs and accompaniments.
<a href="#">MU.K.S.3.2:</a>	<b>Remarks/Examples:</b> e.g., singing, using body percussion or classroom instruments
	Match pitches in a song or musical phrase in one or more keys.
<a href="#">MU.K.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., la, sol, mi
	Imitate simple rhythm patterns played by the teacher or a peer.
<a href="#">MU.K.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., quarter note, quarter rest, beamed eighth notes
<a href="#">SC.4.P.10.3:</a>	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.
<a href="#">SC.K.P.10.1:</a>	Observe that things that make sound vibrate.
<a href="#">TH.1.S.1.3:</a>	Explain personal preferences related to a performance.
<a href="#">TH.2.C.1.1:</a>	Describe a character in a story and tell why the character is important to the story.
<a href="#">TH.K.S.1.3:</a>	Describe personal preferences related to a performance.
<a href="#">VA.3.H.1.3:</a>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

There are more than 198 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12880>





# Physical Education: K-5 (#7715010)

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**Course Number:** 7715010

**Course Section:** Exceptional Student Education

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

**Keywords:** access PE, PE for students on access points, access points

**Grade Level(s):** K, 1, 2, 3, 4, 5

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** PE: K-5

**Course Length:** Year (Y)

**Grade Level(s) Version:** K,1,2,3,4,5

## VERSION DESCRIPTION

PE K - 5 is an access course which is intended only for students with significant cognitive disabilities. 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.

The purpose of this course is to enable students with disabilities to actively participate in a physical education program. Quality physical education programs increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime. In addition, physical education programs can improve self-esteem, self-confidence and interpersonal skills. They also improve problem solving skills, increase creativity, enhance social and cognitive development and academic achievement.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">PE.1.C.1.1:</a>	Identify the critical elements of locomotor skills.
<b>Related Access Points</b>	
Name	Description
<a href="#">PE.1.C.1.In.a:</a>	Identify a characteristic of a variety of locomotor skills.
<a href="#">PE.1.C.1.Su.a:</a>	Recognize a characteristic of a locomotor skill.
<a href="#">PE.1.C.1.Pa.a:</a>	Recognize a locomotor skill.
<a href="#">PE.1.C.1.2:</a>	Identify safety rules and procedures for selected physical activities.
<b>Related Access Points</b>	
Name	Description
<a href="#">PE.1.C.1.In.b:</a>	Recognize safety rules and procedures for selected physical activities.
<a href="#">PE.1.C.1.Su.b:</a>	Recognize safety rules for selected physical activities.
<a href="#">PE.1.C.1.Pa.b:</a>	Recognize a safety rule for selected physical activities.
<a href="#">PE.1.C.1.3:</a>	Identify technologies that can be utilized to enhance physical activity.

### Related Access Points

Name	Description
<a href="#">PE.1.C.1.In.c:</a>	Recognize that technology can be used to enhance physical activity.
<a href="#">PE.1.C.1.Su.c:</a>	Recognize a technology that can be used to enhance physical activity.
<a href="#">PE.1.C.1.Pa.c:</a>	Recognize a technology used during physical activity.

[PE.1.C.1.4 :](#)

Identify the rules for safe water activities and understand the importance of a lifeguard in a swimming facility.

### Related Access Points

Name	Description
<a href="#">PE.1.C.1.In.d:</a>	Recognize the rules for safe water activities and the importance of a lifeguard.
<a href="#">PE.1.C.1.Su.d:</a>	Recognize a rule for safe water activities.
<a href="#">PE.1.C.1.Pa.d:</a>	Associate bodies of water with danger and the need for supervision.

[PE.1.C.1.5 :](#)

Name examples of warm-up and cool-down exercises.

### Related Access Points

Name	Description
<a href="#">PE.1.C.1.In.e:</a>	Recognize examples of warm-up and cool-down exercises.
<a href="#">PE.1.C.1.Su.e:</a>	Recognize examples of warm-up or cool-down exercises.
<a href="#">PE.1.C.1.Pa.e:</a>	Recognize an example of a warm-up or cool-down exercise.

[PE.1.C.1.6 :](#)

Recognize the importance of practicing to improve performance.

### Related Access Points

Name	Description
<a href="#">PE.1.C.1.In.g:</a>	Identify the meaning of practice.
<a href="#">PE.1.C.1.Su.g:</a>	Recognize the meaning of practice.
<a href="#">PE.1.C.1.Pa.g:</a>	Associate practice with repeated movement.

[PE.1.C.1.7 :](#)

Use skill cues to improve performance.

### Related Access Points

Name	Description
<a href="#">PE.1.C.1.In.h:</a>	Identify skill cues that are used to improve performances.
<a href="#">PE.1.C.1.Su.h:</a>	Recognize skill cues that are used to improve performances.
<a href="#">PE.1.C.1.Pa.h:</a>	Recognize a skill cue that is used to improve performance.

[PE.1.C.1.8 :](#)

Identify one's own dominant hand/foot for use with dribbling/striking skills.

### Related Access Points

Name	Description
<a href="#">PE.1.C.1.In.f:</a>	Recognize own dominant hand and foot.
<a href="#">PE.1.C.1.Su.f:</a>	Recognize own dominant hand or foot.
<a href="#">PE.1.C.1.Pa.f:</a>	Associate own hand or foot with throwing or striking.

[PE.1.C.1.9 :](#)

Identify movement concepts.

<b>Remarks/Examples:</b> Some examples of movement concepts would be directions, pathways, and levels.
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### Related Access Points

Name	Description
<a href="#">PE.1.C.1.In.i:</a>	Recognize movement concepts, such as directions, pathways, and levels.
<a href="#">PE.1.C.1.Su.i:</a>	Recognize directional movements, such as up, down, over, and under.
<a href="#">PE.1.C.1.Pa.i:</a>	Associate direction with movement, such as up, down, over, or under.

[PE.1.L.1.1 :](#)

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

### Related Access Points

Name	Description
<a href="#">PE.1.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.1.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.1.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.1.L.1.2 :](#)

Demonstrate involvement in physical activities both during and after the school day.

### Related Access Points

Name	Description
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<a href="#">PE.1.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.1.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.1.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

[PE.1.L.1.3 :](#)

Set physical activity goals.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.1.In.c:</a>	Select physical activity goals.
<a href="#">PE.1.L.1.Su.c:</a>	Select a physical activity goal.
<a href="#">PE.1.L.1.Pa.c:</a>	Select a physical activity for a goal.

[PE.1.L.1.4 :](#)

Recognize that there are opportunities for physical activity outside of school.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.1.In.d:</a>	Recognize selected opportunities for involvement in physical activities after the school day.
<a href="#">PE.1.L.1.Su.d:</a>	Recognize an opportunity for involvement in physical activities after the school day.
<a href="#">PE.1.L.1.Pa.d:</a>	Associate involvement in physical activities with experiences after the school day.

[PE.1.L.1.5 :](#)

Identify the health benefits of physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.1.In.e:</a>	Recognize selected health benefits of physical activity.
<a href="#">PE.1.L.1.Su.e:</a>	Recognize a health benefit of physical activity.
<a href="#">PE.1.L.1.Pa.e:</a>	Associate physical activity with health.

[PE.1.L.1.6 :](#)

Identify edges, pedestrians, vehicles, and traffic.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.1.In.f:</a>	Recognize edges, pedestrians, vehicles, and traffic.
<a href="#">PE.1.L.1.Su.f:</a>	Recognize edges, vehicles, and traffic.
<a href="#">PE.1.L.1.Pa.f:</a>	Recognize the edge of the road.

[PE.1.L.2.1 :](#)

Describe the benefit of strengthening muscles.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.2.In.a:</a>	Identify the benefit of strengthening muscles.
<a href="#">PE.1.L.2.Su.a:</a>	Recognize the benefit of strengthening muscles.
<a href="#">PE.1.L.2.Pa.a:</a>	Associate fitness with strength.

[PE.1.L.2.2 :](#)

Recognize that health-related physical fitness consists of different components.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.2.In.b:</a>	Recognize characteristics of health-related fitness.
<a href="#">PE.1.L.2.Su.b:</a>	Recognize a characteristic of health-related fitness.
<a href="#">PE.1.L.2.Pa.b:</a>	Associate health with physical activity.

Identify the physiological signs of physical activity.

[PE.1.L.2.3 :](#)

**Remarks/Examples:**  
Some examples of the physiological signs of physical activity would be an increased heart rate and faster breathing.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.2.In.c:</a>	Recognize the physiological signs of physical activity, such as increased heart rate and faster breathing.
<a href="#">PE.1.L.2.Su.c:</a>	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
<a href="#">PE.1.L.2.Pa.c:</a>	Associate physical activity with increased heart rate or breathing.

[PE.1.L.2.4 :](#)

Compare and contrast changes in heart rate before, during, and after physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.2.In.d:</a>	Identify changes in heart rate after physical activity.
<a href="#">PE.1.L.2.Su.d:</a>	Recognize changes in heart rate after physical activity.

[PE.1.L.2.Pa.d:](#) Associate increased heart rate or breathing with physical activity.

[PE.1.L.2.5 :](#) Recognize his or her heart beats faster during more intense physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.2.In.e:</a>	Identify changes in heart rate after physical activity.
<a href="#">PE.1.L.2.Su.e:</a>	Recognize changes in heart rate after physical activity.
<a href="#">PE.1.L.2.Pa.e:</a>	Associate increased heart rate or breathing with physical activity.

[PE.1.L.2.6 :](#) Explain the cardiorespiratory benefit of regular participation in physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.2.In.f:</a>	Identify the cardiorespiratory benefit of regular participation in physical activity.
<a href="#">PE.1.L.2.Su.f:</a>	Recognize the cardiorespiratory benefit of regular participation in physical activity.
<a href="#">PE.1.L.2.Pa.f:</a>	Associate participation in physical activity with health benefits.

[PE.1.L.2.7 :](#) Properly flex and extend body parts to promote flexibility.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.2.In.g:</a>	Demonstrate a safe way to flex and extend a muscle.
<a href="#">PE.1.L.2.Su.g:</a>	Imitate a model to flex and extend a muscle.
<a href="#">PE.1.L.2.Pa.g:</a>	Perform a guided flex and extension of a muscle.

[PE.1.L.2.8 :](#) Name the food groups.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.2.In.h:</a>	Identify more than one food group.
<a href="#">PE.1.L.2.Su.h:</a>	Recognize more than one food group.
<a href="#">PE.1.L.2.Pa.h:</a>	Recognize more than one kind of food.

[PE.1.M.1.1 :](#) Travel using various locomotor skills while changing directions, pathways, and speeds.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.a:</a>	Perform locomotor skills to travel in personal and general space.
<a href="#">PE.1.M.1.Su.a:</a>	Perform locomotor skills to travel in general space.
<a href="#">PE.1.M.1.Pa.a:</a>	Perform guided locomotor skills.

[PE.1.M.1.10 :](#) Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.j:</a>	Perform a self-designed creative movement/dance sequence with a clear beginning shape and use of one movement concept.
<a href="#">PE.1.M.1.Su.j:</a>	Perform a self-designed creative movement/dance sequence with use of one movement concept.
<a href="#">PE.1.M.1.Pa.j:</a>	Perform a guided movement/dance sequence.

[PE.1.M.1.11 :](#) Demonstrate a sequence of a balance, a roll, and a different balance.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.k:</a>	Demonstrate a sequence of a balance and a roll.
<a href="#">PE.1.M.1.Su.k:</a>	Perform a balance and a roll consecutively.
<a href="#">PE.1.M.1.Pa.k:</a>	Perform a guided balance and a roll.

[PE.1.M.1.12 :](#) Demonstrate the ability to take weight onto hands.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.l:</a>	Perform a transfer of body weight to the hands.
<a href="#">PE.1.M.1.Su.l:</a>	Imitate a transfer of body weight to the hands.
<a href="#">PE.1.M.1.Pa.l:</a>	Use hands to push against resistance.

[PE.1.M.1.13 :](#) Chase, flee, and dodge to avoid or catch others.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.m:</a>	Move to avoid or catch others.
<a href="#">PE.1.M.1.Su.m:</a>	Move to avoid others.
<a href="#">PE.1.M.1.Pa.m:</a>	Initiate movements to avoid others.

Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment.

[PE.1.M.1.14 :](#)

**Remarks/Examples:**  
Some examples of equipment would be hoops, stationary ropes, and boxes.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.n:</a>	Jump and land safely using a take-off and landing pattern using at least one piece of equipment, such as hoops, stationary ropes, and boxes.
<a href="#">PE.1.M.1.Su.n:</a>	Leap and land safely using at least one piece of equipment.
<a href="#">PE.1.M.1.Pa.n:</a>	Step and land safely over or on a piece of equipment.

[PE.1.M.1.2 :](#)

Strike an object upward using body parts.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.b:</a>	Strike a modified object upward using a body part.
<a href="#">PE.1.M.1.Su.b:</a>	Swing upward and make contact with a modified object using a body part.
<a href="#">PE.1.M.1.Pa.b:</a>	Swing upward at a modified object with a body part.

[PE.1.M.1.3 :](#)

Strike a lightweight object upward continuously using a paddle.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.c:</a>	Strike a lightweight object upward more than one time using a paddle.
<a href="#">PE.1.M.1.Su.c:</a>	Strike a lightweight object upward using a modified paddle.
<a href="#">PE.1.M.1.Pa.c:</a>	Swing upward to make contact with a stationary object using a modified paddle.

Strike a stationary object a short distance using a modified long-handled implement so that the object travels in the intended direction.

[PE.1.M.1.4 :](#)

**Remarks/Examples:**  
Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.d:</a>	Strike a modified stationary object using a modified long-handled implement so that the object travels a short distance.
<a href="#">PE.1.M.1.Su.d:</a>	Strike a modified stationary object using a modified long-handled implement.
<a href="#">PE.1.M.1.Pa.d:</a>	Swing at a stationary modified object using a modified long-handled implement.

[PE.1.M.1.5 :](#)

Dribble an object with hands or feet while demonstrating control in general space.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.e:</a>	Dribble an object with hands or feet in general space.
<a href="#">PE.1.M.1.Su.e:</a>	Throw or kick an object.
<a href="#">PE.1.M.1.Pa.e:</a>	Push a ball with hands or feet.

Demonstrate a variety of basic water skills.

[PE.1.M.1.6 :](#)

**Remarks/Examples:**  
Some examples of basic water skills would be prone float and recover, back float with assistance, and move forward and backward with assistance.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.f:</a>	Use a variety of basic water skills, such as prone float and recover, back float with assistance, and move forward and backward with assistance.
<a href="#">PE.1.M.1.Su.f:</a>	Use a variety of modified basic water skills.
<a href="#">PE.1.M.1.Pa.f:</a>	Perform a variety of guided modified basic water skills.

[PE.1.M.1.7 :](#)

Move in different directions to catch a variety of self-tossed objects.

### Related Access Points

Name	Description
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[PE.1.M.1.In.g:](#) Move in more than one direction to catch self-tossed modified objects.

[PE.1.M.1.Su.g:](#) Move in a direction to trap modified objects with both hands.

[PE.1.M.1.Pa.g:](#) Trap a rolled modified object with both hands.

[PE.1.M.1.8 :](#) Demonstrate an underhand throwing motion for accuracy using correct technique.

#### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.h:</a>	Use an underhand throwing motion for accuracy.
<a href="#">PE.1.M.1.Su.h:</a>	Perform an underhand throwing motion using modified objects.
<a href="#">PE.1.M.1.Pa.h:</a>	Perform a guided tossing motion.

[PE.1.M.1.9 :](#) Demonstrate an overhand throwing motion for distance using correct technique.

#### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.i:</a>	Use an overhand throwing motion for distance.
<a href="#">PE.1.M.1.Su.i:</a>	Perform an overhand throwing motion using modified objects.
<a href="#">PE.1.M.1.Pa.i:</a>	Perform a guided tossing motion.

Choose playmates without regard to personal differences.

[PE.1.R.1.1 :](#)

#### Remarks/Examples:

Some examples of personal differences would be race, gender, and disability.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.1.In.a:</a>	Choose a variety of playmates.
<a href="#">PE.1.R.1.Su.a:</a>	Identify a variety of playmates.
<a href="#">PE.1.R.1.Pa.a:</a>	Play when others are present.

[PE.1.R.1.2 :](#) Appreciate the benefits that accompany cooperation and sharing.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.1.In.b:</a>	Identify benefits that accompany cooperation or sharing.
<a href="#">PE.1.R.1.Su.b:</a>	Recognize benefits that accompany cooperation or sharing.
<a href="#">PE.1.R.1.Pa.b:</a>	Associate sharing with positive feelings.

[PE.1.R.1.3 :](#) Follow directions during a large group activity.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.1.In.c:</a>	Follow directions during a group activity.
<a href="#">PE.1.R.1.Su.c:</a>	Follow directions during an activity.
<a href="#">PE.1.R.1.Pa.c:</a>	Follow directions during a guided activity.

[PE.1.R.1.4 :](#) Use equipment and space safely and properly.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.1.In.d:</a>	Use equipment and space safely and properly in selected physical activities.
<a href="#">PE.1.R.1.Su.d:</a>	Use equipment and space safely and properly in a physical activity.
<a href="#">PE.1.R.1.Pa.d:</a>	Use equipment and space safely and properly in a guided physical activity.

[PE.1.R.1.5 :](#) Display consideration of others while participating on the playground.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.1.In.e:</a>	Display consideration of others on the playground.
<a href="#">PE.1.R.1.Su.e:</a>	Exhibit respect for others on the playground.
<a href="#">PE.1.R.1.Pa.e:</a>	Exhibit respect for others in selected activities on the playground.

[PE.1.R.2.1 :](#) Identify feelings resulting from participation in physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.2.In.a:</a>	Recognize feelings resulting from participation in physical activity.
<a href="#">PE.1.R.2.Su.a:</a>	Recognize a feeling resulting from participation in physical activity.

[PE.1.R.2.Pa.a:](#) Associate a feeling with participation in physical activity.

[PE.1.R.2.2 :](#)

Identify physical activity preferences.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.2.In.b:</a>	Recognize favorite physical activities.
<a href="#">PE.1.R.2.Su.b:</a>	Recognize a favorite physical activity.
<a href="#">PE.1.R.2.Pa.b:</a>	Associate a physical activity with own preference.

[PE.1.R.2.3 :](#)

Like the challenge of learning new movement skills.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.2.In.c:</a>	Enjoy learning new movement skills.
<a href="#">PE.1.R.2.Su.c:</a>	Express a willingness to try new movement skills.
<a href="#">PE.1.R.2.Pa.c:</a>	Try new guided movement skills.

[PE.2.C.1.1 :](#)

Describe the critical elements of locomotor skills.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.a:</a>	Identify characteristics of locomotor skills.
<a href="#">PE.2.C.1.Su.a:</a>	Recognize characteristics of locomotor skills.
<a href="#">PE.2.C.1.Pa.a:</a>	Recognize more than one locomotor skill.

[PE.2.C.1.2 :](#)

Understand safety rules and procedures for selected physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.b:</a>	Identify safety rules and procedures for selected physical activities.
<a href="#">PE.2.C.1.Su.b:</a>	Recognize safety rules and procedures for selected physical activities.
<a href="#">PE.2.C.1.Pa.b:</a>	Recognize a safety rule and procedure for selected physical activities.

[PE.2.C.1.3 :](#)

Utilize technology to enhance experiences in physical education.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.c:</a>	Identify technologies that can be used to enhance experiences in physical education.
<a href="#">PE.2.C.1.Su.c:</a>	Recognize technologies that can be used to enhance experiences in physical education.
<a href="#">PE.2.C.1.Pa.c:</a>	Recognize a technology that can be used to enhance physical activity.

[PE.2.C.1.4 :](#)

Understand the importance of wearing a life jacket (personal flotation device) when on a boat or near water.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.d:</a>	Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
<a href="#">PE.2.C.1.Su.d:</a>	Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
<a href="#">PE.2.C.1.Pa.d:</a>	Associate a life jacket (personal flotation device) with a body of water.

[PE.2.C.1.5 :](#)

Understand that warm-up and cool-down activities are important.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.e:</a>	Identify that warm-up and cool-down activities are important.
<a href="#">PE.2.C.1.Su.e:</a>	Recognize that warm-up and cool-down activities are important.
<a href="#">PE.2.C.1.Pa.e:</a>	Recognize a warm-up and a cool-down exercise.

[PE.2.C.1.6 :](#)

Define offense and defense.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.f:</a>	Identify the difference between offense and defense.
<a href="#">PE.2.C.1.Su.f:</a>	Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.
<a href="#">PE.2.C.1.Pa.f:</a>	Recognize taking possession of an object (defense).

[PE.2.C.1.7 :](#)

Understand that appropriate practice improves performance of movement skills.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.g:</a>	Identify that practice improves performance of movement skills.
<a href="#">PE.2.C.1.Su.g:</a>	Recognize that practice improves performance of movement skills.
<a href="#">PE.2.C.1.Pa.g:</a>	Associate practice with improved performance.

[PE.2.C.1.8 :](#) Apply teacher feedback to effect change in performance.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.h:</a>	Identify and use teacher feedback to improve performance.
<a href="#">PE.2.C.1.Su.h:</a>	Recognize and use teacher feedback to improve performance.
<a href="#">PE.2.C.1.Pa.h:</a>	Respond to teacher feedback to improve performance.

Describe movement concepts.

[PE.2.C.1.9 :](#)

**Remarks/Examples:**  
Some examples of movement concepts would be directions, pathways, and levels.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.i:</a>	Identify movement concepts, such as directions, pathways, and levels.
<a href="#">PE.2.C.1.Su.i:</a>	Recognize movement concepts, such as directions, pathways, and levels.
<a href="#">PE.2.C.1.Pa.i:</a>	Recognize a directional movement, such as up, down, over, or under.

[PE.2.L.1.1 :](#) Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.2.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.2.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.2.L.1.2 :](#) Demonstrate involvement in physical activities both during and after the school day.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.2.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.2.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

[PE.2.L.1.3 :](#) Set and meet physical activity goals.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.1.In.c:</a>	Select and meet physical activity goals.
<a href="#">PE.2.L.1.Su.c:</a>	Select and meet a physical activity goal.
<a href="#">PE.2.L.1.Pa.c:</a>	Select and complete a physical activity.

[PE.2.L.1.4 :](#) Describe how opportunities for participation in physical activities change over the seasons.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.1.In.d:</a>	Identify how opportunities for participation in physical activities change over the seasons.
<a href="#">PE.2.L.1.Su.d:</a>	Recognize that opportunities for participation in physical activities change during the year.
<a href="#">PE.2.L.1.Pa.d:</a>	Associate a physical activity with a season.

[PE.2.L.1.5 :](#) Describe healthful benefits that result from regular participation in physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.1.In.e:</a>	Identify healthful benefits that result from regular participation in physical activity.
<a href="#">PE.2.L.1.Su.e:</a>	Recognize healthful benefits that result from regular participation in physical activity.
<a href="#">PE.2.L.1.Pa.e:</a>	Recognize a healthful benefit that results from regular participation in physical activity.

Identify the proper crossing sequence.

[PE.2.L.1.6 :](#)

**Remarks/Examples:**  
The proper crossing sequence is: stop at the edge, look left, look right. look left again, keep looking.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.1.In.f:</a>	Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.
<a href="#">PE.2.L.1.Su.f:</a>	Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.
<a href="#">PE.2.L.1.Pa.f:</a>	Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.

[PE.2.L.2.1 :](#) Recognize how muscular strength and endurance enhance performance in physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.a:</a>	Recognize how strength and endurance are involved in physical activities.
<a href="#">PE.2.L.2.Su.a:</a>	Recognize how strength is involved in physical activities.
<a href="#">PE.2.L.2.Pa.a:</a>	Recognize how strength helps performance.

[PE.2.L.2.10 :](#) Recognize that there are different somatotypes (endomorph, mesomorph, ectomorph).

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.j:</a>	Recognize selected body types.
<a href="#">PE.2.L.2.Su.j:</a>	Recognize that bodies differ.
<a href="#">PE.2.L.2.Pa.j:</a>	Recognize the human body.

[PE.2.L.2.11 :](#) Categorize food into food groups.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.k:</a>	Identify food in food groups.
<a href="#">PE.2.L.2.Su.k:</a>	Recognize food in food groups.
<a href="#">PE.2.L.2.Pa.k:</a>	Recognize different kinds of foods.

[PE.2.L.2.2 :](#) Identify the components of health-related physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.b:</a>	Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition.
<a href="#">PE.2.L.2.Su.b:</a>	Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition.
<a href="#">PE.2.L.2.Pa.b:</a>	Associate strength with health-related physical fitness.

Recognize the physiological signs of moderate to vigorous physical activity.

[PE.2.L.2.3 :](#) **Remarks/Examples:**  
Some of the physiological signs would be sweating, an increased heart rate, and heavy breathing.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.c:</a>	Recognize the physiological signs of moderate physical activity.
<a href="#">PE.2.L.2.Su.c:</a>	Recognize a physiological sign of moderate physical activity.
<a href="#">PE.2.L.2.Pa.c:</a>	Associate moderate physical activity with increased heart rate.

[PE.2.L.2.4 :](#) Participate in informal physical fitness assessment.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.d:</a>	Participate in modified informal physical fitness assessment.
<a href="#">PE.2.L.2.Su.d:</a>	Participate in selected modified informal physical fitness assessment.
<a href="#">PE.2.L.2.Pa.d:</a>	Participate with assistance in modified informal physical fitness assessment.

[PE.2.L.2.5 :](#) Recognize that technology can be used to assist in the pursuit of physical fitness.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.e:</a>	Recognize that technology can aid physical fitness.
<a href="#">PE.2.L.2.Su.e:</a>	Recognize a use of technology in physical fitness.
<a href="#">PE.2.L.2.Pa.e:</a>	Associate a technology with physical fitness.

Recognize the principles of physical fitness.

[PE.2.L.2.6 :](#) **Remarks/Examples:**

Some examples of the principles of physical fitness would be frequency, intensity, and time.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.f:</a>	Recognize selected principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.2.L.2.Su.f:</a>	Recognize a principle of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.2.L.2.Pa.f:</a>	Associate the frequency of practice with physical fitness.

[PE.2.L.2.7 :](#) Explain that a stronger heart muscle can pump more blood with each beat.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.g:</a>	Recognize that a strong heart pumps more blood.
<a href="#">PE.2.L.2.Su.g:</a>	Recognize that a heart pumps blood.
<a href="#">PE.2.L.2.Pa.g:</a>	Recognize that the heart beats.

[PE.2.L.2.8 :](#) Engage in sustained physical activity that causes an increased heart rate and heavy breathing.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.h:</a>	Engage in physical activity that causes an increased heart rate and heavy breathing.
<a href="#">PE.2.L.2.Su.h:</a>	Participate in physical activity that causes an increased heart rate and heavy breathing.
<a href="#">PE.2.L.2.Pa.h:</a>	Participate safely in selected physical activity that increases breathing and heart rate.

[PE.2.L.2.9 :](#) Perform appropriate stretching exercises.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.i:</a>	Perform selected stretching exercises.
<a href="#">PE.2.L.2.Su.i:</a>	Perform a stretching exercise.
<a href="#">PE.2.L.2.Pa.i:</a>	Stretch a muscle.

[PE.2.M.1.1 :](#) Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.a:</a>	Perform locomotor skills in a variety of movement settings, including rhythms/dance.
<a href="#">PE.2.M.1.Su.a:</a>	Perform selected locomotor skills in a variety of movement settings, including rhythms/dance.
<a href="#">PE.2.M.1.Pa.a:</a>	Perform guided locomotor skills in a variety of movement settings, including rhythms/dance.

[PE.2.M.1.10 :](#) Demonstrate a sequence of a balance, a roll, and a different balance with correct technique and smooth transitions.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.j:</a>	Demonstrate a sequence of a balance, a roll, and a different balance.
<a href="#">PE.2.M.1.Su.j:</a>	Perform a balance, a roll, and a balance consecutively.
<a href="#">PE.2.M.1.Pa.j:</a>	Perform a balance and a roll.

[PE.2.M.1.11 :](#) Perform at least one skill that requires the transfer of weight to hands.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.k:</a>	Perform one guided skill that requires the transfer of weight to hands.
<a href="#">PE.2.M.1.Su.k:</a>	Perform a transfer of body weight to the hands.
<a href="#">PE.2.M.1.Pa.k:</a>	Imitate a transfer of body weight to the hands.

[PE.2.M.1.12 :](#) Chase, flee, and dodge to avoid or catch others while maneuvering around obstacles.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.l:</a>	Move to avoid or catch others while maneuvering around obstacles.
<a href="#">PE.2.M.1.Su.l:</a>	Move to avoid obstacles.
<a href="#">PE.2.M.1.Pa.l:</a>	Imitate movements to avoid obstacles.

[PE.2.M.1.2 :](#) Strike an object continuously using body parts both upward and downward.

#### Related Access Points

Name	Description
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<a href="#">PE.2.M.1.In.b:</a>	Strike an object using body parts both upward and downward.
<a href="#">PE.2.M.1.Su.b:</a>	Swing upward and downward with a body part and make contact with a modified object.
<a href="#">PE.2.M.1.Pa.b:</a>	Swing upward and downward at a modified object using a body part.

[PE.2.M.1.3 :](#) Strike an object continuously using a paddle both upward and downward.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.c:</a>	Strike an object more than one time both upward and downward using a paddle.
<a href="#">PE.2.M.1.Su.c:</a>	Strike a modified object both upward and downward using a modified paddle.
<a href="#">PE.2.M.1.Pa.c:</a>	Swing upward at a modified object using a modified paddle.

Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.

[PE.2.M.1.4 :](#)

**Remarks/Examples:**  
Some examples of a long-handled implement would be bats, hockey sticks, and golf clubs.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.d:</a>	Strike a stationary object using a long-handled implement so the object moves a short distance.
<a href="#">PE.2.M.1.Su.d:</a>	Strike a stationary object using a modified long-handled implement so the object moves a short distance.
<a href="#">PE.2.M.1.Pa.d:</a>	Strike a stationary modified object using a modified long-handled implement.

[PE.2.M.1.5 :](#) Dribble with hands and feet in various pathways, directions, and speeds around stationary objects.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.e:</a>	Dribble with hands or feet around stationary objects.
<a href="#">PE.2.M.1.Su.e:</a>	Dribble with hands or feet.
<a href="#">PE.2.M.1.Pa.e:</a>	Release and trap a rebounding object with hands or feet.

Perform a variety of fundamental aquatics skills.

[PE.2.M.1.6 :](#)

**Remarks/Examples:**  
Some examples of fundamental aquatics skills would be prone float with flutter kick and back float recover to a standing position.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.f:</a>	Perform a fundamental aquatics skill, such as prone float with flutter kick and back float recover to standing position.
<a href="#">PE.2.M.1.Su.f:</a>	Perform a modified fundamental aquatics skill.
<a href="#">PE.2.M.1.Pa.f:</a>	Perform a guided modified fundamental aquatic skill.

[PE.2.M.1.7 :](#) Move in different directions to catch a variety of objects softly tossed by a stationary partner.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.g:</a>	Move in more than one direction to catch modified objects softly tossed by a stationary partner.
<a href="#">PE.2.M.1.Su.g:</a>	Move in a direction to trap modified objects softly tossed by a stationary partner.
<a href="#">PE.2.M.1.Pa.g:</a>	Trap softly-tossed modified objects with both hands.

[PE.2.M.1.8 :](#) Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.h:</a>	Use an overhand throwing motion for accuracy at modified targets.
<a href="#">PE.2.M.1.Su.h:</a>	Perform an overhand throwing motion at modified targets.
<a href="#">PE.2.M.1.Pa.h:</a>	Toss modified objects at modified targets.

[PE.2.M.1.9 :](#) Perform one folk or line dance accurately with good technique.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.i:</a>	Perform one folk or line dance.
<a href="#">PE.2.M.1.Su.i:</a>	Imitate a pattern of steps associated with a folk or line dance.
<a href="#">PE.2.M.1.Pa.i:</a>	Perform a guided movement associated with folk or line dance.

[PE.2.R.1.1 :](#) Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.

#### Related Access Points

Name	Description
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[PE.2.R.1.In.a:](#) Play with others regardless of personal differences, such as gender, skill level or ethnicity.

[PE.2.R.1.Su.a:](#) Participate in play with a variety of other students.

[PE.2.R.1.Pa.a:](#) Participate in guided play with others.

[PE.2.R.1.2:](#) Accept the feelings resulting from challenges, successes, and failures in physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.2.R.1.In.b:</a>	Identify feelings resulting from challenges, successes, and failures in physical activity.
<a href="#">PE.2.R.1.Su.b:</a>	Recognize feelings resulting from challenges, successes, and failures in physical activity.
<a href="#">PE.2.R.1.Pa.b:</a>	Recognize a feeling resulting from challenges, successes, and failures in physical activity.

[PE.2.R.1.3:](#) Offer help to others when appropriate.

#### Related Access Points

Name	Description
<a href="#">PE.2.R.1.In.c:</a>	Ask others if they need help.
<a href="#">PE.2.R.1.Su.c:</a>	Offer help to others.
<a href="#">PE.2.R.1.Pa.c:</a>	Offer help to others when asked.

[PE.2.R.1.4:](#) Handle equipment safely by putting it away when not in use.

#### Related Access Points

Name	Description
<a href="#">PE.2.R.1.In.d:</a>	Handle equipment safely by putting it away when not in use in selected physical activities.
<a href="#">PE.2.R.1.Su.d:</a>	Handle equipment safely by putting it away when not in use in a physical activity.
<a href="#">PE.2.R.1.Pa.d:</a>	Handle equipment safely by putting it away when not in use in a guided physical activity.

[PE.2.R.1.5:](#) Honestly report the results of work.

#### Related Access Points

Name	Description
<a href="#">PE.2.R.1.In.e:</a>	Describe what has been done accurately.
<a href="#">PE.2.R.1.Su.e:</a>	Identify what has been done.
<a href="#">PE.2.R.1.Pa.e:</a>	Indicate that the work is done.

[PE.2.R.1.6:](#) Successfully resolve conflicts with others.

#### Related Access Points

Name	Description
<a href="#">PE.2.R.1.In.f:</a>	Cooperate with others to resolve conflict.
<a href="#">PE.2.R.1.Su.f:</a>	Ask for help to work things out with others.
<a href="#">PE.2.R.1.Pa.f:</a>	Continue in activity after a conflict has been resolved.

Use physical activity to express feeling.

[PE.2.R.2.1:](#)

#### Remarks/Examples:

An example of a way to use [physical activity](#) to express feeling would be through creative dance.

#### Related Access Points

Name	Description
<a href="#">PE.2.R.2.In.a:</a>	Use a physical activity, such as a creative dance, to express feeling.
<a href="#">PE.2.R.2.Su.a:</a>	Use a physical activity, such as a creative dance, to express a selected feeling.
<a href="#">PE.2.R.2.Pa.a:</a>	Express a feeling while physically active.

[PE.2.R.2.2:](#) Describe the relationship between skill competence and enjoyment.

#### Related Access Points

Name	Description
<a href="#">PE.2.R.2.In.b:</a>	Identify the relationship between skill competence and enjoyment.
<a href="#">PE.2.R.2.Su.b:</a>	Recognize the relationship between doing something well and enjoyment.
<a href="#">PE.2.R.2.Pa.b:</a>	Associate activities that are done well with enjoyment.

[PE.2.R.2.3:](#) Begin to function as a member of a cooperative group.

#### Related Access Points

Name	Description
<a href="#">PE.2.R.2.In.c:</a>	Begin to function as a member of a group.
<a href="#">PE.2.R.2.Su.c:</a>	Work in a group.

Identify the importance of purposeful movement and its impact on quality of performance.

PE.3.C.1.1 :

**Remarks/Examples:**

Some examples of purposeful movement would be timing, flow, rhythm, and sequencing.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.a:</a>	Identify purposeful movements, such as timing, flow, sequencing, and rhythm.
<a href="#">PE.3.C.1.Su.a:</a>	Recognize a purposeful movement, such as timing, flow, sequencing, or rhythm.
<a href="#">PE.3.C.1.Pa.a:</a>	Recognize the sequence in purposeful movement, such forward and backward.

PE.3.C.1.2 :

Understand the importance of safety rules and procedures in all physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.b:</a>	Identify the importance of safety rules and procedures in physical activities.
<a href="#">PE.3.C.1.Su.b:</a>	Recognize the importance of safety rules and procedures in physical activities.
<a href="#">PE.3.C.1.Pa.b:</a>	Recognize the importance of safety rules and procedures for selected physical activities.

Understand that technology can be utilized to assess performance.

PE.3.C.1.3 :

**Remarks/Examples:**

Some examples of technology would be pedometers, heart-rate monitors, video, websites, and spreadsheets.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.c:</a>	Identify that technology can be used to assess performance, such as pedometers, heart-rate monitors, and video.
<a href="#">PE.3.C.1.Su.c:</a>	Recognize that technology that can be used to assess performance, such as pedometers, heart-rate monitors, and video.
<a href="#">PE.3.C.1.Pa.c:</a>	Associate technology with assessing physical performance.

PE.3.C.1.4 :

Identify and explain different items that can be used for assisting in a water related emergency.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.d:</a>	Identify items that can be used for assisting in a water-related emergency.
<a href="#">PE.3.C.1.Su.d:</a>	Recognize items that can be used for assisting in a water-related emergency.
<a href="#">PE.3.C.1.Pa.d:</a>	Recognize an item that can be used for assisting in a water-related emergency.

PE.3.C.1.5 :

Identify the reasons for warm-up and cool-down.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.e:</a>	Recognize reasons for warm-up and cool-down.
<a href="#">PE.3.C.1.Su.e:</a>	Recognize reasons for warm-up or cool-down.
<a href="#">PE.3.C.1.Pa.e:</a>	Recognize a reason for warm-up or cool-down.

PE.3.C.1.6 :

Describe basic offensive and defensive tactics.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.f:</a>	Recognize a basic offensive and defensive tactic.
<a href="#">PE.3.C.1.Su.f:</a>	Identify the difference between offense and defense.
<a href="#">PE.3.C.1.Pa.f:</a>	Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.

PE.3.C.1.7 :

Explain how appropriate practice improves performance of movement skills.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.g:</a>	Identify how practice improves performance of movement skills.
<a href="#">PE.3.C.1.Su.g:</a>	Recognize how practice improves performance of movement skills.
<a href="#">PE.3.C.1.Pa.g:</a>	Recognize the practice of movement skills.

PE.3.C.1.8 :

Analyze peer performance and provide feedback.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.h:</a>	Interpret peer performance and offer feedback.
<a href="#">PE.3.C.1.Su.h:</a>	Examine peer performance and offer feedback.

[PE.3.L.1.1 :](#) Participate in moderate to vigorous physical activity (MVPA) on a daily basis.**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.3.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.3.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.3.L.1.2 :](#) Demonstrate involvement in physical activities both during and after the school day.**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.3.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.3.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

[PE.3.L.1.3 :](#) Identify lifestyle changes that can be made to increase the level of physical activity.**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.c:</a>	Recognize lifestyle changes, such as taking stairs, cycling, and walking that can be made to increase the level of physical activity.
<a href="#">PE.3.L.1.Su.c:</a>	Recognize a lifestyle change, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity.
<a href="#">PE.3.L.1.Pa.c:</a>	Recognize an activity, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity.

[PE.3.L.1.4 :](#) Identify opportunities in the school and community for regular participation in physical activities.**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.d:</a>	Recognize opportunities for involvement in the school and community for regular participation in physical activities.
<a href="#">PE.3.L.1.Su.d:</a>	Recognize selected opportunities for involvement in the school and community for regular participation in physical activities.
<a href="#">PE.3.L.1.Pa.d:</a>	Recognize an opportunity for involvement in the school or community for regular participation in physical activities.

[PE.3.L.1.5 :](#) Use an activity log to maintain a personal record of participation in physical activity over a period of time.**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.e:</a>	Keep a personal record of participation in physical activity over a period of time, such as a week.
<a href="#">PE.3.L.1.Su.e:</a>	Record personal participation in physical activity over a period of time, such as a day or week.
<a href="#">PE.3.L.1.Pa.e:</a>	Indicate personal participation in physical activity over a period of time, such as a day.

[PE.3.L.1.6 :](#) Differentiate between the correct and incorrect way to fit a bicycle helmet.**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.f:</a>	Identify the correct way to fit a bicycle helmet.
<a href="#">PE.3.L.1.Su.f:</a>	Recognize the correct way to fit a bicycle helmet.
<a href="#">PE.3.L.1.Pa.f:</a>	Recognize a person wearing a bicycle helmet correctly.

[PE.3.L.2.1 :](#) Describe how muscular strength and endurance enhance performance in physical activities.**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.a:</a>	Identify how muscular strength and endurance enhance performance in physical activities.
<a href="#">PE.3.L.2.Su.a:</a>	Recognize how muscular strength and endurance enhance performance in physical activities.
<a href="#">PE.3.L.2.Pa.a:</a>	Recognize how endurance helps performance.

[PE.3.L.2.10 :](#) Identify different somatotypes (endomorph, mesomorph, ectomorph).**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.j:</a>	Recognize different body types.
<a href="#">PE.3.L.2.Su.j:</a>	Recognize selected body types.
<a href="#">PE.3.L.2.Pa.j:</a>	Recognize that bodies differ.

[PE.3.L.2.11 :](#) Identify individual strengths and weaknesses based upon results of a formal fitness test.**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.k:</a>	Recognize individual strengths and weaknesses based on results of formal fitness test.
<a href="#">PE.3.L.2.Su.k:</a>	Recognize an area of strength and weakness based on results of formal fitness test.
<a href="#">PE.3.L.2.Pa.k:</a>	Recognize an area of strength after completing a fitness test.

Read food labels for specific nutrition facts.

[PE.3.L.2.12:](#)

<b>Remarks/Examples:</b> Some examples of nutrition facts would be ingredients, serving size, and nutrients.
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#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.l:</a>	Locate nutrition facts on a food label.
<a href="#">PE.3.L.2.Su.l:</a>	Recognize food labels have food information.
<a href="#">PE.3.L.2.Pa.l:</a>	Associate food label with food information.

[PE.3.L.2.2:](#)

Match physical fitness assessment events to the associated fitness component.

#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.b:</a>	Match selected physical fitness assessment events to the associated fitness component.
<a href="#">PE.3.L.2.Su.b:</a>	Match a physical fitness assessment event to the associated fitness component.
<a href="#">PE.3.L.2.Pa.b:</a>	Recognize a physical fitness assessment event.

[PE.3.L.2.3:](#)

Describe the relationship between the heart and lungs during physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.c:</a>	Identify the effect of physical activity on the heart and lungs.
<a href="#">PE.3.L.2.Su.c:</a>	Recognize the effect of physical activity on the heart and lungs.
<a href="#">PE.3.L.2.Pa.c:</a>	Associate physical activity with its effect on the body.

[PE.3.L.2.4:](#)

Participate in formal and informal physical fitness assessment.

#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.d:</a>	Participate in modified formal and informal physical fitness assessment.
<a href="#">PE.3.L.2.Su.d:</a>	Participate in selected modified formal and informal physical fitness assessment.
<a href="#">PE.3.L.2.Pa.d:</a>	Participate with assistance in modified formal and informal physical fitness assessment.

[PE.3.L.2.5:](#)

Identify ways that technology can assist in the pursuit of physical fitness.

#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.e:</a>	Recognize ways that technology can assist in the pursuit of physical fitness.
<a href="#">PE.3.L.2.Su.e:</a>	Recognize a way that technology can assist in the pursuit of physical fitness.
<a href="#">PE.3.L.2.Pa.e:</a>	Recognize a technology used in physical fitness.

Identify principles of physical fitness.

[PE.3.L.2.6:](#)

<b>Remarks/Examples:</b> Some examples of principles of physical fitness would be frequency, intensity, and time.
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#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.f:</a>	Recognize the principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.3.L.2.Su.f:</a>	Recognize selected principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.3.L.2.Pa.f:</a>	Associate the intensity of practice with physical fitness.

[PE.3.L.2.7:](#)

Engage in appropriate physical activity that results in the development of cardiorespiratory endurance.

#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.g:</a>	Engage in physical activity that promotes cardiorespiratory endurance.
<a href="#">PE.3.L.2.Su.g:</a>	Participate in modified physical activity that promotes cardiorespiratory endurance.
<a href="#">PE.3.L.2.Pa.g:</a>	Participate safely in guided physical activity that promotes cardiorespiratory endurance.

[PE.3.L.2.8:](#)

Associate results of fitness testing to personal health status and ability to perform various activities.

#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.h:</a>	Associate results of fitness testing with ability to perform various activities.
<a href="#">PE.3.L.2.Su.h:</a>	Associate results of selected fitness testing with ability to perform various activities.
<a href="#">PE.3.L.2.Pa.h:</a>	Associate fitness testing with performance.

[PE.3.L.2.9 :](#)

Know how to safely stretch major muscle groups.

#### Related Access Points

Name	Description
<a href="#">PE.3.L.2.In.i:</a>	Identify how to safely stretch a muscle.
<a href="#">PE.3.L.2.Su.i:</a>	Recognize how to safely stretch a muscle.
<a href="#">PE.3.L.2.Pa.i:</a>	Recognize a safe stretch of a muscle.

Apply locomotor skills in a variety of movement settings.

[PE.3.M.1.1 :](#)

<b>Remarks/Examples:</b> Some examples of movement settings would be sequences, dances, and games.
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#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.a:</a>	Perform locomotor skills in a variety of movement settings, such as sequences, dances, and games.
<a href="#">PE.3.M.1.Su.a:</a>	Perform selected locomotor skills in a variety of movement settings, such as sequences, dances, and games.
<a href="#">PE.3.M.1.Pa.a:</a>	Imitate locomotor skills in a variety of movement settings, such as sequences, dances, and games.

Perform one dance accurately and with good technique.

[PE.3.M.1.10 :](#)

<b>Remarks/Examples:</b> Some examples of types of dances would be square, contra, step, and social.
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#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.j:</a>	Perform one dance, such as square, contra, step, or social.
<a href="#">PE.3.M.1.Su.j:</a>	Imitate a pattern of steps associated with a dance, such as square, contra, step, or social.
<a href="#">PE.3.M.1.Pa.j:</a>	Perform a guided movement associated with a dance, such as square, contra, step, or social.

Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.

[PE.3.M.1.11 :](#)

<b>Remarks/Examples:</b> Some examples of movement elements would be <u>balances</u> , rolling actions, changes in <u>speed</u> /direction, and skills requiring weight on hands.
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#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.k:</a>	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending.
<a href="#">PE.3.M.1.Su.k:</a>	Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.
<a href="#">PE.3.M.1.Pa.k:</a>	Perform a guided basic gymnastics sequence with a beginning, a rolling action, and an ending.

[PE.3.M.1.12 :](#)

Continuously jump a self-turned rope.

#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.l:</a>	Jump a self-turned rope.
<a href="#">PE.3.M.1.Su.l:</a>	Jump a turning rope.
<a href="#">PE.3.M.1.Pa.l:</a>	Leap and land safely using at least one piece of equipment.

Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.

[PE.3.M.1.2 :](#)

<b>Remarks/Examples:</b> Some examples of striking activities would be volleying, kicking, and punting.
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#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.b:</a>	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.
<a href="#">PE.3.M.1.Su.b:</a>	Strike a stationary object from a stationary position using body parts so that the object travels.
<a href="#">PE.3.M.1.Pa.b:</a>	Strike a stationary modified object from a stationary position using body parts.

Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern.

[PE.3.M.1.3 :](#)

<b>Remarks/Examples:</b> Some examples of ways to strike using a forehand pattern continuously would be against a wall or a partner fed toss.
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### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.c:</a>	Strike an object more than once using a paddle demonstrating a forehand pattern.
<a href="#">PE.3.M.1.Su.c:</a>	Strike a modified object more than one time with a lateral movement using a paddle.
<a href="#">PE.3.M.1.Pa.c:</a>	Swing at a modified object with a lateral movement using a paddle.

Strike both moving and stationary objects using a long-handled implement.

[PE.3.M.1.4 :](#)

#### Remarks/Examples:

Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.

### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.d:</a>	Strike a modified moving object using a long-handled implement.
<a href="#">PE.3.M.1.Su.d:</a>	Strike a modified moving object using a modified long-handled implement.
<a href="#">PE.3.M.1.Pa.d:</a>	Swing at a modified moving object with a modified long-handled implement.

[PE.3.M.1.5 :](#)

Maintain control while dribbling with hands or feet against a defender.

### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.e:</a>	Control the ball while dribbling with hands or feet.
<a href="#">PE.3.M.1.Su.e:</a>	Dribble an object in a specified direction with hands or feet.
<a href="#">PE.3.M.1.Pa.e:</a>	Throw or kick an object.

[PE.3.M.1.6 :](#)

Demonstrate a combination of basic swim skills.

#### Remarks/Examples:

Some examples of basic swim skills would be prone and back float with flutter kick, alternating arm movements, and treading water.

### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.f:</a>	Perform a basic swim skill such as flutter kick, alternating arm movements, and treading water.
<a href="#">PE.3.M.1.Su.f:</a>	Perform a guided basic swim skill.
<a href="#">PE.3.M.1.Pa.f:</a>	Perform a guided modified basic swim skill.

[PE.3.M.1.7 :](#)

Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.

### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.g:</a>	Move in different directions to catch modified objects of different sizes thrown by a stationary partner.
<a href="#">PE.3.M.1.Su.g:</a>	Move in different directions to trap modified objects of different sizes thrown by a stationary partner.
<a href="#">PE.3.M.1.Pa.g:</a>	Trap softly tossed modified objects of different sizes with both hands.

[PE.3.M.1.8 :](#)

Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.

### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.h:</a>	Throw balls of various sizes and weights to a stationary partner using an overhand motion.
<a href="#">PE.3.M.1.Su.h:</a>	Toss balls of various sizes and weights to a stationary partner.
<a href="#">PE.3.M.1.Pa.h:</a>	Toss modified objects to a stationary partner.

[PE.3.M.1.9 :](#)

Perform a teacher-designed sequence using manipulatives.

#### Remarks/Examples:

Some examples of sequences using manipulatives would be tinkling, lummi sticks, and jumping rope.

### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.i:</a>	Perform a teacher-designed sequence using a manipulative, such as tinkling, lumni sticks, or jumping rope.
<a href="#">PE.3.M.1.Su.i:</a>	Imitate a teacher-designed movement sequence using a manipulative such as tinkling, lumni sticks, or jumping rope.
<a href="#">PE.3.M.1.Pa.i:</a>	Perform a guided teacher-designed sequence using a manipulative, such as tinkling, lumni sticks, or jumping rope.

[PE.3.R.1.1 :](#)

Work cooperatively with peers of differing skill levels.

### Related Access Points

Name	Description
<a href="#">PE.3.R.1.In.a:</a>	Work with peers of differing skill levels.
<a href="#">PE.3.R.1.Su.a:</a>	Interact with peers of differing skill levels.
<a href="#">PE.3.R.1.Pa.a:</a>	Interact with peers.

[PE.3.R.1.2 :](#)

Willingly try new activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.b:</a>	Try new activities.
<a href="#">PE.3.R.1.Su.b:</a>	Try a new activity.
<a href="#">PE.3.R.1.Pa.b:</a>	Try an activity.

[PE.3.R.1.3 :](#)

Take responsibility for his/her own behavior.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.c:</a>	Identify possible consequences for own behavior.
<a href="#">PE.3.R.1.Su.c:</a>	Accept praise or correction for own behavior.
<a href="#">PE.3.R.1.Pa.c:</a>	Acknowledge a good choice related to own behavior.

[PE.3.R.1.4 :](#)

Cooperate with all class members by sharing and taking turns.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.d:</a>	Cooperate with others by sharing and taking turns.
<a href="#">PE.3.R.1.Su.d:</a>	Cooperate with others by sharing.
<a href="#">PE.3.R.1.Pa.d:</a>	Take turns in guided activities.

[PE.3.R.1.5 :](#)

Show respect for the views of a peer from a different cultural background.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.e:</a>	Show respect for peers from a different cultural background.
<a href="#">PE.3.R.1.Su.e:</a>	Show respect for a peer from a different cultural background.
<a href="#">PE.3.R.1.Pa.e:</a>	Show respect for peers.

[PE.3.R.2.1 :](#)

Seek personally challenging physical activity experiences.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.2.In.a:</a>	Select challenging, physically active experiences.
<a href="#">PE.3.R.2.Su.a:</a>	Select a challenging, physically active experience.
<a href="#">PE.3.R.2.Pa.a:</a>	Select a physically active experience.

[PE.3.R.2.2 :](#)

Celebrate own accomplishments without gloating.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.2.In.b:</a>	Celebrate own accomplishments.
<a href="#">PE.3.R.2.Su.b:</a>	Enjoy own accomplishments.
<a href="#">PE.3.R.2.Pa.b:</a>	Recognize own accomplishments.

[PE.3.R.2.3 :](#)

Choose to participate in group physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.2.In.c:</a>	Choose to participate in selected group physical activities.
<a href="#">PE.3.R.2.Su.c:</a>	Choose to participate in a group physical activity.
<a href="#">PE.3.R.2.Pa.c:</a>	Choose to participate in a guided group activity.

[PE.3.R.2.4 :](#)

Appreciate the good performance of others.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.2.In.d:</a>	Recognize the value of a good performance of others.
<a href="#">PE.3.R.2.Su.d:</a>	Recognize the good performance of others.
<a href="#">PE.3.R.2.Pa.d:</a>	Recognize a good performance of others.

Understand the importance of purposeful movement in a variety of movement settings to include designing and performing movement routines.

[PE.4.C.1.1 :](#)

**Remarks/Examples:**  
 Some examples of purposeful movement would be timing, flow, rhythm, and sequencing.

### Related Access Points

Name	Description
<a href="#">PE.4.C.1.In.a:</a>	Identify the importance of purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
<a href="#">PE.4.C.1.Su.a:</a>	Recognize the importance of purposeful movements, such as timing, flow, sequencing, or rhythm, in a variety of movement settings including performing movement routines.
<a href="#">PE.4.C.1.Pa.a:</a>	Recognize sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines.

[PE.4.C.1.2 :](#) Understand the importance of safety in all physical activities, especially those that are high risk.

### Related Access Points

Name	Description
<a href="#">PE.4.C.1.In.b:</a>	Identify the importance of safety in all physical activities.
<a href="#">PE.4.C.1.Su.b:</a>	Recognize the importance of safety in all physical activities.
<a href="#">PE.4.C.1.Pa.b:</a>	Recognize the importance of safety in selected physical activities.

Use technology to gather information about performance.

[PE.4.C.1.3 :](#)

#### Remarks/Examples:

Some examples of technology would be pedometers, heart-rate monitors, video, websites, and spreadsheets.

### Related Access Points

Name	Description
<a href="#">PE.4.C.1.In.c:</a>	Use selected technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.
<a href="#">PE.4.C.1.Su.c:</a>	Use a technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.
<a href="#">PE.4.C.1.Pa.c:</a>	Recognize a technology, such as video, pedometers or heart-rate monitors, used to assess performance.

[PE.4.C.1.4 :](#) Understand the importance of protecting parts of the body from the harmful rays of the sun.

### Related Access Points

Name	Description
<a href="#">PE.4.C.1.In.d:</a>	Identify the importance of protecting parts of the body from the harmful rays of the sun.
<a href="#">PE.4.C.1.Su.d:</a>	Recognize the importance of protecting parts of the body from the harmful rays of the sun.
<a href="#">PE.4.C.1.Pa.d:</a>	Recognize that the sun can be harmful.

[PE.4.C.1.5 :](#) Identify proper warm-up and cool-down techniques and the reasons for using them.

### Related Access Points

Name	Description
<a href="#">PE.4.C.1.In.e:</a>	Recognize proper warm-up and cool-down techniques and the reasons for using them.
<a href="#">PE.4.C.1.Su.e:</a>	Recognize a proper warm-up and cool-down technique and the reason for using them.
<a href="#">PE.4.C.1.Pa.e:</a>	Recognize a proper warm-up or cool-down technique and the reason for using it.

[PE.4.C.1.6 :](#) Identify basic offensive and defensive tactics for modified invasion and net activities.

### Related Access Points

Name	Description
<a href="#">PE.4.C.1.In.f:</a>	Recognize basic offensive and defensive tactics for modified invasion and net activities.
<a href="#">PE.4.C.1.Su.f:</a>	Recognize a basic offensive or defensive tactic for modified invasion and net activities.
<a href="#">PE.4.C.1.Pa.f:</a>	Recognize a defensive tactic, such as raising arms and hands in front of face.

[PE.4.C.1.7 :](#) Detect errors in personal movement patterns.

### Related Access Points

Name	Description
<a href="#">PE.4.C.1.In.g:</a>	Recognize errors in personal movement patterns.
<a href="#">PE.4.C.1.Su.g:</a>	Recognize an error in personal movement patterns.
<a href="#">PE.4.C.1.Pa.g:</a>	Recognize an error in a selected personal movement pattern.

[PE.4.C.1.8 :](#) Compare and contrast skills/sports that use similar movement patterns.

### Related Access Points

Name	Description
<a href="#">PE.4.C.1.In.h:</a>	Identify skills and sports that use similar movement patterns.
<a href="#">PE.4.C.1.Su.h:</a>	Identify skills that use similar movement patterns.
<a href="#">PE.4.C.1.Pa.h:</a>	Recognize skills that use similar movement patterns.

[PE.4.L.1.1 :](#) Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

## Related Access Points

Name	Description
<a href="#">PE.4.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.4.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.4.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.4.L.1.2 :](#) Demonstrate involvement in physical activities both during and after the school day.

## Related Access Points

Name	Description
<a href="#">PE.4.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.4.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.4.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

Implement at least one lifestyle behavior to increase physical activity.

[PE.4.L.1.3 :](#)

### Remarks/Examples:

Some examples of lifestyle behaviors would be taking stairs, cycling, rollerblading, and walking.

## Related Access Points

Name	Description
<a href="#">PE.4.L.1.In.c:</a>	Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
<a href="#">PE.4.L.1.Su.c:</a>	Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
<a href="#">PE.4.L.1.Pa.c:</a>	Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.

[PE.4.L.1.4 :](#) Use technology and/or information literacy to identify opportunities for participation in physical activities.

## Related Access Points

Name	Description
<a href="#">PE.4.L.1.In.d:</a>	Use technology to identify selected opportunities for participation in physical activities.
<a href="#">PE.4.L.1.Su.d:</a>	Use selected technology to recognize selected opportunities for participation in physical activities.
<a href="#">PE.4.L.1.Pa.d:</a>	Use a technology to recognize a selected opportunity for participation in physical activities.

[PE.4.L.1.5 :](#) Make observations about one's personal level of physical activity.

## Related Access Points

Name	Description
<a href="#">PE.4.L.1.In.e:</a>	Identify one's personal level of physical activity.
<a href="#">PE.4.L.1.Su.e:</a>	Recognize one's personal level of physical activity.
<a href="#">PE.4.L.1.Pa.e:</a>	Recognize one's personal physical activity.

[PE.4.L.1.6 :](#) Discuss the importance of wearing a bicycle helmet.

## Related Access Points

Name	Description
<a href="#">PE.4.L.1.In.f:</a>	Identify a consequence of not wearing a bicycle helmet.
<a href="#">PE.4.L.1.Su.f:</a>	Recognize a consequence of not wearing a bicycle helmet.
<a href="#">PE.4.L.1.Pa.f:</a>	Associate a bicycle helmet with safety.

[PE.4.L.2.1 :](#) Identify the muscles being strengthened during the performance of specific physical activities.

## Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.a:</a>	Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
<a href="#">PE.4.L.2.Su.a:</a>	Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
<a href="#">PE.4.L.2.Pa.a:</a>	Associate a physical activity with strengthening a part of the body.

[PE.4.L.2.10 :](#) Recognize the benefits of maintaining a healthy body composition.

## Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.j:</a>	Recognize a benefit of maintaining a healthy body composition.
<a href="#">PE.4.L.2.Su.j:</a>	Recognize a characteristic of a healthy body composition.
<a href="#">PE.4.L.2.Pa.j:</a>	Associate health with body composition.

[PE.4.L.2.11 :](#) Develop strategies for improving selected fitness components.

## Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.k:</a>	Select strategies for improving selected fitness components.
<a href="#">PE.4.L.2.Su.k:</a>	Identify strategies for improving selected fitness components.
<a href="#">PE.4.L.2.Pa.k:</a>	Recognize a strategy for improving selected fitness components.

[PE.4.L.2.12 :](#) Develop short and long-term fitness goals.

#### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.l:</a>	Select short- and long-term fitness goals.
<a href="#">PE.4.L.2.Su.l:</a>	Identify short- and long-term fitness goals.
<a href="#">PE.4.L.2.Pa.l:</a>	Recognize a fitness goal.

Understand appropriate serving size.

[PE.4.L.2.13 :](#)

**Remarks/Examples:**  
Some examples of appropriate serving size would be one-half cup cooked pasta, one cup dry cereal, one cup milk, and one tablespoon peanut butter.

#### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.m:</a>	Identify a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.
<a href="#">PE.4.L.2.Su.m:</a>	Recognize a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.
<a href="#">PE.4.L.2.Pa.m:</a>	Associate serving size with amount of food.

[PE.4.L.2.2 :](#) Identify several activities related to each component of physical fitness.

#### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.b:</a>	Recognize activities related to each component of physical fitness.
<a href="#">PE.4.L.2.Su.b:</a>	Recognize an activity related to selected components of physical fitness.
<a href="#">PE.4.L.2.Pa.b:</a>	Recognize an activity related to physical fitness.

[PE.4.L.2.3 :](#) Recognize that physiological responses to exercise are related to levels of personal fitness.

#### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.c:</a>	Recognize that exercise is used to improve personal fitness.
<a href="#">PE.4.L.2.Su.c:</a>	Recognize that exercise affects personal fitness.
<a href="#">PE.4.L.2.Pa.c:</a>	Associate exercise with personal fitness.

[PE.4.L.2.4 :](#) Participate in formal and informal physical fitness assessment.

#### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.d:</a>	Participate in modified formal and informal physical fitness assessment.
<a href="#">PE.4.L.2.Su.d:</a>	Participate in selected modified formal and informal physical fitness assessment.
<a href="#">PE.4.L.2.Pa.d:</a>	Participate, with assistance, in modified formal and informal physical fitness assessment.

[PE.4.L.2.5 :](#) Describe ways that technology can assist in the pursuit of physical fitness.

#### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.e:</a>	Identify ways that technology can assist in the pursuit of physical fitness.
<a href="#">PE.4.L.2.Su.e:</a>	Recognize ways that technology can assist in the pursuit of physical fitness.
<a href="#">PE.4.L.2.Pa.e:</a>	Recognize a way that technology can assist in the pursuit of physical fitness.

Explain principles of physical fitness.

[PE.4.L.2.6 :](#)

**Remarks/Examples:**  
Some examples of principles of physical fitness would be frequency, intensity, and time.

#### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.f:</a>	Identify principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.4.L.2.Su.f:</a>	Recognize the principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.4.L.2.Pa.f:</a>	Recognize a principle of physical fitness such as frequency, intensity, or time.

[PE.4.L.2.7 :](#) Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.g:</a>	Maintain an elevated heart rate for a short period of time during an aerobic activity.
<a href="#">PE.4.L.2.Su.g:</a>	Achieve a target heart rate during an aerobic activity
<a href="#">PE.4.L.2.Pa.g:</a>	Increase heart rate during an aerobic activity.

[PE.4.L.2.8 :](#) Participate in selected physical activities for the purpose of improving physical fitness.

### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.h:</a>	Participate in selected modified physical activities for the purpose of improving physical fitness.
<a href="#">PE.4.L.2.Su.h:</a>	Participate in a selected modified physical activity for the purpose of improving physical fitness.
<a href="#">PE.4.L.2.Pa.h:</a>	Participate in guided modified physical activities for the purpose of improving physical fitness.

[PE.4.L.2.9 :](#) Recognize that specific stretches increase flexibility and reduce the chance of injury.

### Related Access Points

Name	Description
<a href="#">PE.4.L.2.In.i:</a>	Recognize that specific stretches reduce the chance of injury.
<a href="#">PE.4.L.2.Su.i:</a>	Recognize that stretches reduce chances of injury.
<a href="#">PE.4.L.2.Pa.i:</a>	Associate stretching with safety.

Apply movement concepts to the performance of locomotor skills in a variety of movement settings.

[PE.4.M.1.1 :](#)

<b>Remarks/Examples:</b> Some examples of movement settings would be sequences, dances, and games.
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### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.a:</a>	Demonstrate movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games.
<a href="#">PE.4.M.1.Su.a:</a>	Use selected movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games.
<a href="#">PE.4.M.1.Pa.a:</a>	Imitate selected movement concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances, and games.

Perform two or more dances accurately and with good technique.

[PE.4.M.1.10 :](#)

<b>Remarks/Examples:</b> Some examples of dances would be line, square, contra, folk, step, and social.
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### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.j:</a>	Perform more than one dance, such as square, contra, step, or social.
<a href="#">PE.4.M.1.Su.j:</a>	Imitate a pattern of steps associated with a variety of dances.
<a href="#">PE.4.M.1.Pa.j:</a>	Perform a guided movement associated with more than one dance, such as square, contra, step, or social.

Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.

[PE.4.M.1.11 :](#)

<b>Remarks/Examples:</b> Some examples of movement elements would be <u>balances</u> , rolling actions, changes in <u>speed</u> /direction, and skills requiring weight on hands.
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### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.k:</a>	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique.
<a href="#">PE.4.M.1.Su.k:</a>	Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending.
<a href="#">PE.4.M.1.Pa.k:</a>	Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.

[PE.4.M.1.12 :](#)

Run and hurdle a succession of low to medium level obstacles.

### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.l:</a>	Run and jump over a low or medium level obstacle.
<a href="#">PE.4.M.1.Su.l:</a>	Walk and jump over a low level obstacle.
<a href="#">PE.4.M.1.Pa.l:</a>	Jump over a low level obstacle.

Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height.

[PE.4.M.1.2 :](#)

<b>Remarks/Examples:</b>
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Some examples of activities to apply this would be volleying, kicking, and punting.

#### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.b:</a>	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.
<a href="#">PE.4.M.1.Su.b:</a>	Strike a moving object from a stationary position using body parts so that the object travels.
<a href="#">PE.4.M.1.Pa.b:</a>	Swing at a moving object from a stationary position using body parts.

[PE.4.M.1.3 :](#)

Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.

#### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.c:</a>	Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern.
<a href="#">PE.4.M.1.Su.c:</a>	Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern.
<a href="#">PE.4.M.1.Pa.c:</a>	Swing at a modified object using a modified paddle/racket.

[PE.4.M.1.4 :](#)

Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.

#### Remarks/Examples:

Some examples of long-handled implements would be golf clubs, bats, and hockey sticks.

#### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.d:</a>	Strike both moving and stationary objects with long-handled implements so the objects travel.
<a href="#">PE.4.M.1.Su.d:</a>	Strike both moving and stationary objects with long-handled implements.
<a href="#">PE.4.M.1.Pa.d:</a>	Strike a modified moving object with a modified long-handled implement.

[PE.4.M.1.5 :](#)

Dribble and pass to a moving partner.

#### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.e:</a>	Dribble and pass to a stationary partner.
<a href="#">PE.4.M.1.Su.e:</a>	Control the ball while dribbling (with hands or feet).
<a href="#">PE.4.M.1.Pa.e:</a>	Throw or kick a ball in a specified direction.

[PE.4.M.1.6 :](#)

Perform a variety of swim strokes.

#### Remarks/Examples:

Some examples of swim strokes would be front crawl, backstroke, elementary back stroke, and modified breaststroke.

#### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.f:</a>	Perform a swim stroke, such as front crawl, backstroke, elementary back stroke, or modified breaststroke.
<a href="#">PE.4.M.1.Su.f:</a>	Perform a guided swim stroke.
<a href="#">PE.4.M.1.Pa.f:</a>	Perform a guided modified swim stroke.

[PE.4.M.1.7 :](#)

Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.

#### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.g:</a>	Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances.
<a href="#">PE.4.M.1.Su.g:</a>	Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances.
<a href="#">PE.4.M.1.Pa.g:</a>	Trap modified objects of different sizes with both hands tossed from a distance.

[PE.4.M.1.8 :](#)

Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.

#### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.h:</a>	Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance.
<a href="#">PE.4.M.1.Su.h:</a>	Throw a ball in the direction of a stationary partner from varying distances.
<a href="#">PE.4.M.1.Pa.h:</a>	Toss modified objects from a distance.

[PE.4.M.1.9 :](#)

Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

#### Remarks/Examples:

Some examples of sequences would be rhythm, movement, and dance. Some examples of manipulatives would be tinkling poles, lummi sticks, and jump ropes.

#### Related Access Points

Name	Description
<a href="#">PE.4.M.1.In.i:</a>	Perform a teacher-designed sequence with or without manipulatives, such as tinkling, lumni sticks, or jumping rope, while demonstrating purposeful movements and smooth transitions.
<a href="#">PE.4.M.1.Su.i:</a>	Perform a teacher-designed sequence with or without manipulatives, such as tinkling, lumni sticks, or jumping rope, demonstrating purposeful movements.
<a href="#">PE.4.M.1.Pa.i:</a>	Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements.

Recognize the influence of individual differences on participation in physical activities.

[PE.4.R.1.1 :](#)

<b>Remarks/Examples:</b> Some examples of individual differences would be age, disability, gender, race, culture, and skill level.
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#### Related Access Points

Name	Description
<a href="#">PE.4.R.1.In.a:</a>	Recognize the impact of individual differences, such as age, gender, culture, or skill level, in physical activities.
<a href="#">PE.4.R.1.Su.a:</a>	Recognize the impact of individual differences, such as age, gender, or skill level, in physical activities.
<a href="#">PE.4.R.1.Pa.a:</a>	Recognize an individual difference in physical activities.

[PE.4.R.1.2 :](#)

Regularly encourage others and refrain from put-down statements.

#### Related Access Points

Name	Description
<a href="#">PE.4.R.1.In.b:</a>	Encourage others and refrain from put-down statements.
<a href="#">PE.4.R.1.Su.b:</a>	Encourage and be kind to others.
<a href="#">PE.4.R.1.Pa.b:</a>	Communicate encouragement to others.

[PE.4.R.1.3 :](#)

Demonstrate respect and caring for student(s) with disabilities through verbal and non-verbal encouragement and assistance.

#### Related Access Points

Name	Description
<a href="#">PE.4.R.1.In.c:</a>	Demonstrate caring for all students through verbal and non-verbal encouragement and assistance.
<a href="#">PE.4.R.1.Su.c:</a>	Use verbal and non-verbal communication to provide encouragement and assistance for all students.
<a href="#">PE.4.R.1.Pa.c:</a>	Use verbal or non-verbal communication to provide encouragement or assistance for all students.

[PE.4.R.2.1 :](#)

Recognize physical activity as a positive opportunity for social and group interaction.

#### Related Access Points

Name	Description
<a href="#">PE.4.R.2.In.a:</a>	Recognize that physical activity is an opportunity for positive social interaction.
<a href="#">PE.4.R.2.Su.a:</a>	Recognize that physical activity with others can be a positive experience.
<a href="#">PE.4.R.2.Pa.a:</a>	Associate physical activity with a positive social experience.

[PE.4.R.2.2 :](#)

Choose to practice skills for which improvement is needed.

#### Related Access Points

Name	Description
<a href="#">PE.4.R.2.In.b:</a>	Choose to practice selected skills for which improvement is needed.
<a href="#">PE.4.R.2.Su.b:</a>	Choose to practice a skill for which improvement is needed.
<a href="#">PE.4.R.2.Pa.b:</a>	Practice a skill for which improvement is needed.

[PE.4.R.2.3 :](#)

Recognize the connection between skill competence and enjoyment of physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.4.R.2.In.c:</a>	Recognize that enjoyment can come from skill competence.
<a href="#">PE.4.R.2.Su.c:</a>	Recognize that people enjoy physical activities they do well.
<a href="#">PE.4.R.2.Pa.c:</a>	Recognize that physical activity is enjoyable.

Understand and apply purposeful movement to a variety of movement settings to include designing and performing movement routines.

[PE.5.C.1.1 :](#)

<b>Remarks/Examples:</b> Some examples of purposeful movement would be timing, flow, rhythm, and sequencing.
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#### Related Access Points

Name	Description
<a href="#">PE.5.C.1.In.a:</a>	Identify and demonstrate purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
<a href="#">PE.5.C.1.Su.a:</a>	Recognize and use purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.

[PE.5.C.1.Pa.a:](#) Recognize and use sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines.

[PE.5.C.1.2 :](#) Design a new game incorporating skills, rules, and strategies.

#### Related Access Points

Name	Description
<a href="#">PE.5.C.1.In.b:</a>	Combine skills and rules into a new game.
<a href="#">PE.5.C.1.Su.b:</a>	Identify skills and rules of a new game.
<a href="#">PE.5.C.1.Pa.b:</a>	Recognize the rules in a game or activity.

Apply feedback gathered from the use of technology to enhance performance.

[PE.5.C.1.3 :](#)

#### Remarks/Examples:

Some examples of technology would be pedometers, heart-rate monitors, video, websites, and spreadsheets.

#### Related Access Points

Name	Description
<a href="#">PE.5.C.1.In.c:</a>	Identify and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.
<a href="#">PE.5.C.1.Su.c:</a>	Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.
<a href="#">PE.5.C.1.Pa.c:</a>	Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors, or video.

Identify and explain the different types of basic water rescue techniques using various types of items.

[PE.5.C.1.4 :](#)

#### Remarks/Examples:

Some examples of items used in a water rescue would be poles, towels, and flotation devices.

#### Related Access Points

Name	Description
<a href="#">PE.5.C.1.In.d:</a>	Identify the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.
<a href="#">PE.5.C.1.Su.d:</a>	Recognize the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.
<a href="#">PE.5.C.1.Pa.d:</a>	Recognize items used in water rescue, such as pole, towel, or flotation device.

[PE.5.C.1.5 :](#)

Identify basic practice and conditioning principles that enhance performance.

#### Related Access Points

Name	Description
<a href="#">PE.5.C.1.In.e:</a>	Identify basic practice principles that enhance performance.
<a href="#">PE.5.C.1.Su.e:</a>	Recognize basic practice principles that enhance performance.
<a href="#">PE.5.C.1.Pa.e:</a>	Recognize a basic practice principle that enhances performance.

[PE.5.C.1.6 :](#)

Categorize basic offensive and defensive tactics for modified invasion and net activities.

#### Related Access Points

Name	Description
<a href="#">PE.5.C.1.In.f:</a>	Identify basic offensive and defensive tactics for modified invasion and net activities.
<a href="#">PE.5.C.1.Su.f:</a>	Recognize basic offensive and defensive tactics for modified invasion and net activities.
<a href="#">PE.5.C.1.Pa.f:</a>	Recognize basic offensive or defensive tactics.

[PE.5.C.1.7 :](#)

Detect, analyze, and correct errors in personal movement patterns.

#### Related Access Points

Name	Description
<a href="#">PE.5.C.1.In.g:</a>	Identify and correct errors in personal movement patterns.
<a href="#">PE.5.C.1.Su.g:</a>	Recognize and correct errors in personal movement patterns.
<a href="#">PE.5.C.1.Pa.g:</a>	Recognize and correct an error in selected personal movement patterns.

[PE.5.C.1.8 :](#)

Compare and contrast skills/sports that use similar patterns/concepts.

#### Related Access Points

Name	Description
<a href="#">PE.5.C.1.In.h:</a>	Identify skills and sports that use similar patterns or concepts.
<a href="#">PE.5.C.1.Su.h:</a>	Identify skills that use similar patterns or concepts.
<a href="#">PE.5.C.1.Pa.h:</a>	Recognize skills that use similar patterns or concepts.

[PE.5.L.1.1 :](#)

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.5.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.5.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.5.L.1.2 :](#) Demonstrate involvement in physical activities both during and after the school day.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.5.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.5.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

Implement lifestyle behaviors to increase physical activity.

[PE.5.L.1.3 :](#) **Remarks/Examples:**  
Some examples of lifestyle behaviors would be taking stairs, cycling, rollerblading, and walking.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.c:</a>	Use lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking.
<a href="#">PE.5.L.1.Su.c:</a>	Perform lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking.
<a href="#">PE.5.L.1.Pa.c:</a>	Recognize one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.

[PE.5.L.1.4 :](#) Use technology and/or information literacy to enhance regular participation in physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.d:</a>	Use technology and information literacy to identify selected opportunities for participation in physical activities.
<a href="#">PE.5.L.1.Su.d:</a>	Use selected technology and information literacy to recognize selected opportunities for participation in physical activities.
<a href="#">PE.5.L.1.Pa.d:</a>	Use a technology or information literacy to recognize a selected opportunity for participation in physical activities.

[PE.5.L.1.5 :](#) Formulate a plan to increase the amount of time spent in physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.e:</a>	Create a plan to increase the amount of time spent in physical activity.
<a href="#">PE.5.L.1.Su.e:</a>	Select a plan to increase the amount of time spent in physical activity.
<a href="#">PE.5.L.1.Pa.e:</a>	Recognize a plan to increase the amount of time spent in physical activity.

[PE.5.L.1.6 :](#) Discuss the importance of being visible, being predictable, and communicating when cycling.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.f:</a>	Identify the importance of being visible and communicating when cycling.
<a href="#">PE.5.L.1.Su.f:</a>	Recognize the importance of being visible and communicating when cycling.
<a href="#">PE.5.L.1.Pa.f:</a>	Recognize the importance of being visible when cycling.

[PE.5.L.2.1 :](#) Differentiate between muscular strength and muscular endurance.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.a:</a>	Identify muscular strength and muscular endurance.
<a href="#">PE.5.L.2.Su.a:</a>	Recognize muscular strength and muscular endurance.
<a href="#">PE.5.L.2.Pa.a:</a>	Recognize muscular strength or muscular endurance.

[PE.5.L.2.10 :](#) Evaluate progress toward short and long-term fitness goals.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.j:</a>	Examine progress in achieving short- and long-term fitness goals.
<a href="#">PE.5.L.2.Su.j:</a>	Identify progress in achieving short- and long-term fitness goals.
<a href="#">PE.5.L.2.Pa.j:</a>	Recognize progress in achieving fitness goals.

[PE.5.L.2.11 :](#) Explain the consequences of a low level of physical fitness on the ability to perform various activities.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.k:</a>	Describe the consequences of a low level of physical fitness on the ability to perform various activities.

[PE.5.L.2.Su.k:](#) Identify consequences of a low level of physical fitness on the ability to perform various activities.

[PE.5.L.2.Pa.k:](#) Recognize a consequence of a low level of physical fitness on the ability to perform various activities.

[PE.5.L.2.12:](#)

Plan a menu for a balanced meal.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.l:</a>	Identify food for a balanced meal.
<a href="#">PE.5.L.2.Su.l:</a>	Recognize food for a balanced meal.
<a href="#">PE.5.L.2.Pa.l:</a>	Recognize food in a balanced meal.

[PE.5.L.2.2:](#)

Participate in selected activities that develop and maintain each component of physical fitness.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.b:</a>	Participate in activities that develop and maintain selected components of physical fitness.
<a href="#">PE.5.L.2.Su.b:</a>	Participate in activities that develop and maintain a component of physical fitness.
<a href="#">PE.5.L.2.Pa.b:</a>	Participate in a guided activity that develops and maintains a component of physical fitness.

[PE.5.L.2.3:](#)

Analyze one's own physical fitness assessment results and develop strategies to enhance performance.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.c:</a>	Examine personal physical fitness assessment results and use strategies to enhance performance.
<a href="#">PE.5.L.2.Su.c:</a>	Identify personal physical fitness assessment results and use strategies to enhance performance.
<a href="#">PE.5.L.2.Pa.c:</a>	Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance.

[PE.5.L.2.4:](#)

Explain how technology can assist in the pursuit of physical fitness.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.d:</a>	Describe how technology can assist in the pursuit of physical fitness.
<a href="#">PE.5.L.2.Su.d:</a>	Identify a way that technology can assist in the pursuit of physical fitness.
<a href="#">PE.5.L.2.Pa.d:</a>	Recognize ways that technology can assist in the pursuit of physical fitness.

[PE.5.L.2.5:](#)

Apply principles of physical fitness to exercise.

#### Remarks/Examples:

Some examples of principles of physical fitness would be frequency, intensity, and time.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.e:</a>	Use principles of physical fitness, such as frequency, intensity, and time.
<a href="#">PE.5.L.2.Su.e:</a>	Use selected principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.5.L.2.Pa.e:</a>	Use a selected principle of physical fitness, such as frequency, intensity, or time.

[PE.5.L.2.6:](#)

Identify the heart rate intensity that is necessary to enhance cardiorespiratory endurance.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.f:</a>	Recognize the heart rate intensity that enhances cardiorespiratory endurance.
<a href="#">PE.5.L.2.Su.f:</a>	Recognize that heart rate intensity affects cardiorespiratory endurance.
<a href="#">PE.5.L.2.Pa.f:</a>	Associate heart rate intensity with physical fitness.

[PE.5.L.2.7:](#)

Regularly participate in physical activity for the purpose of improving physical fitness.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.g:</a>	Regularly participate in modified physical activity for the purpose of improving physical fitness.
<a href="#">PE.5.L.2.Su.g:</a>	Regularly participate in selected modified physical activity for the purpose of improving physical fitness.
<a href="#">PE.5.L.2.Pa.g:</a>	Regularly participate in guided modified physical activity for the purpose of improving physical fitness.

[PE.5.L.2.8:](#)

Select proper stretching exercises to increase flexibility and reduce the chance of injury.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.h:</a>	Identify selected stretching exercises to increase flexibility and reduce the chance of injury.
<a href="#">PE.5.L.2.Su.h:</a>	Recognize selected stretching exercises to perform prior to physical activity.
<a href="#">PE.5.L.2.Pa.h:</a>	Associate a stretching exercise with flexibility.

[PE.5.L.2.9 :](#)

Describe the benefits of maintaining a healthy body composition.

**Related Access Points**

Name	Description
<a href="#">PE.5.L.2.In.i:</a>	Identify the benefits of maintaining a healthy body composition.
<a href="#">PE.5.L.2.Su.i:</a>	Recognize a benefit of maintaining a healthy body composition.
<a href="#">PE.5.L.2.Pa.i:</a>	Recognize a characteristic of a healthy body composition.

Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands.

[PE.5.M.1.1 :](#)

**Remarks/Examples:**  
 Some examples of movement settings would be sequences, dances, and games. Some examples of movement concepts would be directions, effort, and relationships.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.a:</a>	Demonstrate locomotor skills while applying appropriate movement concepts in a variety of settings, such as sequences, dances, and games.
<a href="#">PE.5.M.1.Su.a:</a>	Use locomotor skills while applying selected movement concepts in a variety of settings, such as sequences, dances, and games.
<a href="#">PE.5.M.1.Pa.a:</a>	Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as sequences, dances, and games.

Perform a variety of dances accurately and with good technique.

[PE.5.M.1.10 :](#)

**Remarks/Examples:**  
 Some examples of dances would be line, square, contra, folk, step, and social.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.j:</a>	Perform a variety of dances, such as square, contra, step, or social, accurately.
<a href="#">PE.5.M.1.Su.j:</a>	Perform a variety of dances, such as square, contra, step, or social.
<a href="#">PE.5.M.1.Pa.j:</a>	Perform a guided movement associated with a variety of dances.

Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.

[PE.5.M.1.11 :](#)

**Remarks/Examples:**  
 Some examples of movement elements would be balances, rolling actions, changes in speed/direction, and skills requiring weight on hands.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.k:</a>	Perform a basic gymnastics sequence with a clear beginning; two movement elements, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique and smooth transitions.
<a href="#">PE.5.M.1.Su.k:</a>	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique.
<a href="#">PE.5.M.1.Pa.k:</a>	Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending.

Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.

[PE.5.M.1.2 :](#)

**Remarks/Examples:**  
 Some examples of activities to apply this would be volleying, kicking, and punting.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.b:</a>	Approach and strike a moving object with body parts so that the object travels in the intended direction.
<a href="#">PE.5.M.1.Su.b:</a>	Approach and strike a moving object with body parts so that the object travels.
<a href="#">PE.5.M.1.Pa.b:</a>	Strike a moving object from a stationary position using body parts.

[PE.5.M.1.3 :](#)

Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.c:</a>	Strike an object more than one time with a partner using a paddle/racquet.
<a href="#">PE.5.M.1.Su.c:</a>	Strike a modified object more than one time to a partner using a paddle/racket.
<a href="#">PE.5.M.1.Pa.c:</a>	Strike a modified object to a partner using a modified paddle/racket.

Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.

[PE.5.M.1.4 :](#)

**Remarks/Examples:**  
 Some examples of long-handled implements would be golf clubs, bats, and hockey sticks.

### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.d:</a>	Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction.
<a href="#">PE.5.M.1.Su.d:</a>	Strike both moving and stationary objects with long-handled implements so the objects travel.
<a href="#">PE.5.M.1.Pa.d:</a>	Strike both moving and stationary modified objects with a modified long-handled implement so the objects travel.

Apply dribbling skills in modified games focusing on offensive strategies.

[PE.5.M.1.5 :](#)

**Remarks/Examples:**  
Some examples of offensive strategies would be fakes, stopping and starting, changing directions, and changing speeds.

### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.e:</a>	Use dribbling skills in modified games.
<a href="#">PE.5.M.1.Su.e:</a>	Perform dribbling skills in various activities.
<a href="#">PE.5.M.1.Pa.e:</a>	Throw or kick a ball to a stationary partner.

Demonstrate proficiency in one or more swim strokes.

[PE.5.M.1.6 :](#)

**Remarks/Examples:**  
Some examples of swim strokes would be front crawl, backstroke, breaststroke, sidestroke, and butterfly.

### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.f:</a>	Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke, or butterfly.
<a href="#">PE.5.M.1.Su.f:</a>	Perform a swim stroke.
<a href="#">PE.5.M.1.Pa.f:</a>	Perform a modified swim stroke.

[PE.5.M.1.7 :](#)

Catch a variety of objects while traveling and being defended.

### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.g:</a>	Catch a variety of objects while traveling.
<a href="#">PE.5.M.1.Su.g:</a>	Catch a variety of modified objects while traveling.
<a href="#">PE.5.M.1.Pa.g:</a>	Move to trap modified objects tossed by a stationary partner.

[PE.5.M.1.8 :](#)

Throw a leading pass overhand to a moving partner using a variety of objects.

### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.h:</a>	Throw a pass overhand to a moving partner using a variety of objects.
<a href="#">PE.5.M.1.Su.h:</a>	Throw a pass to a moving partner.
<a href="#">PE.5.M.1.Pa.h:</a>	Toss modified objects to a recipient (partner).

Perform a self-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

[PE.5.M.1.9 :](#)

**Remarks/Examples:**  
Some examples of sequences would be rhythm, movement, and dance. Some examples of manipulatives would be tinkling poles, lummi sticks, and jump ropes.

### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.i:</a>	Perform a self-designed sequence with or without manipulatives, such as tinkling, lumni sticks, or jumping rope, demonstrating clear shapes, purposeful movements, and smooth transitions.
<a href="#">PE.5.M.1.Su.i:</a>	Perform a self-designed sequence with or without manipulatives, such as tinkling, lumni sticks, or jumping rope, demonstrating clear shapes and purposeful movements.
<a href="#">PE.5.M.1.Pa.i:</a>	Perform a movement sequence with or without manipulatives, demonstrating purposeful movements.

[PE.5.R.1.1 :](#)

Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.

### Related Access Points

Name	Description
<a href="#">PE.5.R.1.In.a:</a>	Recognize selected positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
<a href="#">PE.5.R.1.Su.a:</a>	Recognize a positive attribute that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
<a href="#">PE.5.R.1.Pa.a:</a>	Recognize a positive attribute in another person in physical activities.

[PE.5.R.1.2 :](#)

Arrange equipment safely in a manner appropriate for specific skill practice.

### Related Access Points

Name	Description
<a href="#">PE.5.R.1.In.b:</a>	Arrange equipment safely and appropriately for practice.
<a href="#">PE.5.R.1.Su.b:</a>	Arrange equipment safely for practice.
<a href="#">PE.5.R.1.Pa.b:</a>	Select equipment to begin an activity.

[PE.5.R.1.3 :](#)

Work productively with a partner to improve performance.

#### Related Access Points

Name	Description
<a href="#">PE.5.R.1.In.c:</a>	Work with a partner to improve performance.
<a href="#">PE.5.R.1.Su.c:</a>	Work with a partner.
<a href="#">PE.5.R.1.Pa.c:</a>	Work with a partner in a guided activity.

[PE.5.R.1.4 :](#)

Recognize and appreciate similar and different activity choices of peers.

#### Related Access Points

Name	Description
<a href="#">PE.5.R.1.In.d:</a>	Recognize similar and different activity choices of peers.
<a href="#">PE.5.R.1.Su.d:</a>	Recognize different activity choices made by peers.
<a href="#">PE.5.R.1.Pa.d:</a>	Recognize activity choices of others.

Recognize that participation in physical activity is a source of self-expression and meaning.

[PE.5.R.2.1 :](#)

**Remarks/Examples:**  
Some examples of self-expression or meaning would be aesthetic, challenging, pleasurable, fun, and social.

#### Related Access Points

Name	Description
<a href="#">PE.5.R.2.In.a:</a>	Recognize that participation in physical activity can be challenging, pleasurable, and fun.
<a href="#">PE.5.R.2.Su.a:</a>	Recognize that participation in physical activity can be fun and pleasurable.
<a href="#">PE.5.R.2.Pa.a:</a>	Recognize that participation in physical activity can be fun.

[PE.5.R.2.2 :](#)

Defend the benefits of physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.5.R.2.In.b:</a>	Identify benefits of physical activity.
<a href="#">PE.5.R.2.Su.b:</a>	Recognize benefits of physical activity.
<a href="#">PE.5.R.2.Pa.b:</a>	Recognize a benefit of physical activity.

[PE.5.R.2.3 :](#)

Identify enjoyable physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.5.R.2.In.c:</a>	Identify selected enjoyable physical activities.
<a href="#">PE.5.R.2.Su.c:</a>	Recognize selected enjoyable physical activities.
<a href="#">PE.5.R.2.Pa.c:</a>	Recognize an enjoyable physical activity.

Recognize locomotor skills.

[PE.K.C.1.1 :](#)

**Remarks/Examples:**  
Some examples of locomotor skills would be walking, running, skipping, leaping, hopping, jumping, and galloping.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.a:</a>	Recognize more than two locomotor skills, such as walk, run, skip, leap, jump, and gallop.
<a href="#">PE.K.C.1.Su.a:</a>	Recognize more than one locomotor skill, such as walk, run, skip, leap, jump, and gallop.
<a href="#">PE.K.C.1.Pa.a:</a>	Associate movement with a locomotor skill, such as walk, run, skip, leap, jump, or gallop.

[PE.K.C.1.2 :](#)

Recognize physical activities have safety rules and procedures.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.b:</a>	Recognize that physical activities have safety rules.
<a href="#">PE.K.C.1.Su.b:</a>	Recognize that a physical activity has safety rules.
<a href="#">PE.K.C.1.Pa.b:</a>	Recognize a safety rule.

[PE.K.C.1.3 :](#)

Recognize technology can be utilized during physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.c:</a>	Recognize technology used during physical activity.
<a href="#">PE.K.C.1.Su.c:</a>	Recognize a technology used during physical activity.
<a href="#">PE.K.C.1.Pa.c:</a>	Associate a technology with a physical activity.

[PE.K.C.1.4 :](#)

Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.d:</a>	Recognize the dangers of entering a body of water without supervision.
<a href="#">PE.K.C.1.Su.d:</a>	Associate bodies of water with danger and the need for supervision.
<a href="#">PE.K.C.1.Pa.d:</a>	Associate bodies of water with danger.

[PE.K.C.1.5 :](#)

Recognize the concept of a dominant hand/foot for throwing/striking patterns.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.e:</a>	Associate a dominant hand and foot with throwing or striking.
<a href="#">PE.K.C.1.Su.e:</a>	Associate a dominant hand or foot with throwing or striking.
<a href="#">PE.K.C.1.Pa.e:</a>	Recognize a hand or foot.

[PE.K.C.1.6 :](#)

Recite cues for a variety of movement patterns and skills.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.f:</a>	Repeat cues for movement patterns or skills.
<a href="#">PE.K.C.1.Su.f:</a>	Repeat a cue for one movement pattern or skill.
<a href="#">PE.K.C.1.Pa.f:</a>	Associate a cue with a movement pattern or skill.

[PE.K.C.1.7 :](#)

Identify personal and general space.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.g:</a>	Recognize personal and general space.
<a href="#">PE.K.C.1.Su.g:</a>	Recognize location in general space.
<a href="#">PE.K.C.1.Pa.g:</a>	Associate location with general space.

[PE.K.C.1.8 :](#)

Recognize movement concepts.

<b>Remarks/Examples:</b> Some examples of movement concepts would be directions, pathways, and levels.
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#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.h:</a>	Recognize a movement concept, such as direction, pathway, or level.
<a href="#">PE.K.C.1.Su.h:</a>	Recognize a directional movement, such as up, down, over, or under.
<a href="#">PE.K.C.1.Pa.h:</a>	Associate movement with a direction.

[PE.K.C.1.9 :](#)

Identify body parts.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.i:</a>	Recognize body parts, such as head, hands, feet, arms, and legs.
<a href="#">PE.K.C.1.Su.i:</a>	Recognize selected body parts, such as head, hands, and feet.
<a href="#">PE.K.C.1.Pa.i:</a>	Recognize a body part.

[PE.K.C.2.1:](#)

Recognize locomotor skills.

<b>Remarks/Examples:</b> Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
--

#### Related Access Points

Name	Description
<a href="#">PE.K.C.2.In.a:</a>	Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.
<a href="#">PE.K.C.2.Su.a:</a>	Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.
<a href="#">PE.K.C.2.Pa.a:</a>	Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping or galloping.

[PE.K.C.2.2:](#)

Recognize physical activities have safety rules and procedures.

<b>Remarks/Examples:</b> An example would be to put equipment away when not in use in order to keep the physical activity area safe.
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### Related Access Points

Name	Description
<a href="#">PE.K.C.2.In.b:</a>	Recognize that physical activities have safety rules.
<a href="#">PE.K.C.2.Su.b:</a>	Recognize that a physical activity has safety rules.
<a href="#">PE.K.C.2.Pa.b:</a>	Recognize a safety rule.

Recognize technology can be utilized during physical activity.

[PE.K.C.2.3:](#)

**Remarks/Examples:**  
Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.

### Related Access Points

Name	Description
<a href="#">PE.K.C.2.In.c:</a>	Recognize technology used during physical activity.
<a href="#">PE.K.C.2.Su.c:</a>	Recognize a technology used during physical activity.
<a href="#">PE.K.C.2.Pa.c:</a>	Associate a technology with a physical activity.

Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.

[PE.K.C.2.4:](#)

**Remarks/Examples:**  
An example of a danger is entering the water when there is not an adult present.

### Related Access Points

Name	Description
<a href="#">PE.K.C.2.In.d:</a>	Recognize the dangers of entering a body of water without supervision.
<a href="#">PE.K.C.2.Su.d:</a>	Associate bodies of water with danger and the need for supervision.
<a href="#">PE.K.C.2.Pa.d:</a>	Associate bodies of water with danger.

Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.

[PE.K.C.2.5:](#)

**Remarks/Examples:**  
A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.

### Related Access Points

Name	Description
<a href="#">PE.K.C.2.In.e:</a>	Associate a dominant hand and foot with throwing or striking.
<a href="#">PE.K.C.2.Su.e:</a>	Associate a dominant hand or foot with throwing or striking.
<a href="#">PE.K.C.2.Pa.e:</a>	Recognize a hand or foot.

Recite cues for a variety of movement patterns and skills.

[PE.K.C.2.6:](#)

**Remarks/Examples:**  
Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.

### Related Access Points

Name	Description
<a href="#">PE.K.C.2.In.f:</a>	Repeat cues for movement patterns or skills.
<a href="#">PE.K.C.2.Su.f:</a>	Repeat a cue for one movement pattern or skill.
<a href="#">PE.K.C.2.Pa.f:</a>	Associate a cue with a movement pattern or skill.

[PE.K.C.2.7:](#)

Identify personal and general space.

### Related Access Points

Name	Description
<a href="#">PE.K.C.2.In.g:</a>	Recognize personal and general space.
<a href="#">PE.K.C.2.Su.g:</a>	Recognize location in general space.
<a href="#">PE.K.C.2.Pa.g:</a>	Associate location with general space.

[PE.K.C.2.8:](#)

Recognize movement concepts.

**Remarks/Examples:**  
Some examples of movement concepts are directions, pathways and levels.

### Related Access Points

Name	Description
<a href="#">PE.K.C.2.In.h:</a>	Recognize a movement concept, such as direction, pathway or level.
<a href="#">PE.K.C.2.Su.h:</a>	Recognize a directional movement, such as up, down, over or under.
<a href="#">PE.K.C.2.Pa.h:</a>	Associate movement with a direction.

[PE.K.L.1.1:](#)

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

## Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.K.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.K.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.K.L.1.2 :](#) Identify opportunities for involvement in physical activities both during and after the school day.

## Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.b:</a>	Recognize opportunities for involvement in physical activities both during and after the school day.
<a href="#">PE.K.L.1.Su.b:</a>	Recognize opportunities for involvement in modified physical activities both during and after the school day.
<a href="#">PE.K.L.1.Pa.b:</a>	Associate selected modified physical activities with experiences during and after the school day.

[PE.K.L.1.3 :](#) Describe physical activity goal-setting.

## Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.c:</a>	Identify a physical activity goal.
<a href="#">PE.K.L.1.Su.c:</a>	Recognize a physical activity goal.
<a href="#">PE.K.L.1.Pa.c:</a>	Associate a goal with completion of a selected physical activity.

Invite others to participate in physical activities with them.

[PE.K.L.1.4 :](#)

Remarks/Examples:
Some examples of people who could be invited to participate with them would be parents, siblings, and friends.

## Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.d:</a>	Ask others, such as parents, siblings, and friends to participate in physical activities with them.
<a href="#">PE.K.L.1.Su.d:</a>	Welcome others, such as parents, siblings, and friends to participate in physical activities with them.
<a href="#">PE.K.L.1.Pa.d:</a>	Allow others, such as parents, siblings, and friends to participate in physical activities with them.

[PE.K.L.1.5 :](#) Recognize that physical activity is good for you.

## Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.e:</a>	Recognize that selected physical activities are good for you.
<a href="#">PE.K.L.1.Su.e:</a>	Recognize that a physical activity is good for you.
<a href="#">PE.K.L.1.Pa.e:</a>	Associate physical activity with feeling well.

[PE.K.L.1.6 :](#) Verbally state the search (look left, look right, look left again) used before crossing a roadway.

## Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.f:</a>	Repeat the search used before crossing a road, such as look left, look right, and look left again.
<a href="#">PE.K.L.1.Su.f:</a>	Repeat a model of the search with associated movements used before crossing a road, such as look left, look right, and look left again.
<a href="#">PE.K.L.1.Pa.f:</a>	Perform a search using guided movements before crossing a road, such as look left, look right, and look left again.

[PE.K.L.2.1 :](#) Recognize that strong muscles help the body perform physical activities.

## Related Access Points

Name	Description
<a href="#">PE.K.L.2.In.a:</a>	Recognize that muscles help you move in physical activities.
<a href="#">PE.K.L.2.Su.a:</a>	Associate muscles with movement of the body in physical activities.
<a href="#">PE.K.L.2.Pa.a:</a>	Associate movement with physical activity.

Recognize the physiological signs of physical activity.

[PE.K.L.2.2 :](#)

Remarks/Examples:
Some examples of the physiological signs of <a href="#">physical activity</a> would be an increased heart rate and faster breathing.

## Related Access Points

Name	Description
<a href="#">PE.K.L.2.In.b:</a>	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
<a href="#">PE.K.L.2.Su.b:</a>	Associate physical activity with increased heart rate or breathing.
<a href="#">PE.K.L.2.Pa.b:</a>	Associate physical activity with physical change.

[PE.K.L.2.3 :](#) Recognize the difference in the activity of the heart during rest and while physically active.

### Related Access Points

Name	Description
<a href="#">PE.K.L.2.In.c:</a>	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
<a href="#">PE.K.L.2.Su.c:</a>	Associate physical activity with increased heart rate or breathing.
<a href="#">PE.K.L.2.Pa.c:</a>	Associate physical activity with physical change.

[PE.K.L.2.4 :](#) Participate in a variety of games that increase breathing and heart rate.

### Related Access Points

Name	Description
<a href="#">PE.K.L.2.In.d:</a>	Participate in a variety of activities that increase breathing and heart rate.
<a href="#">PE.K.L.2.Su.d:</a>	Participate in selected activities that increase breathing and heart rate.
<a href="#">PE.K.L.2.Pa.d:</a>	Participate safely in an activity that increases breathing and heart rate.

[PE.K.L.2.5 :](#) Recognize that flexibility is important.

### Related Access Points

Name	Description
<a href="#">PE.K.L.2.In.e:</a>	Recognize characteristics of flexibility.
<a href="#">PE.K.L.2.Su.e:</a>	Recognize a characteristic of flexibility.
<a href="#">PE.K.L.2.Pa.e:</a>	Associate flexibility with movement.

[PE.K.L.2.6 :](#) Differentiate between healthy and unhealthy food choices.

### Related Access Points

Name	Description
<a href="#">PE.K.L.2.In.f:</a>	Identify healthy and unhealthy food choices.
<a href="#">PE.K.L.2.Su.f:</a>	Recognize healthy and unhealthy food choices.
<a href="#">PE.K.L.2.Pa.f:</a>	Recognize a healthy food.

[PE.K.L.3.1:](#) Identify a moderate physical activity.

### Related Access Points

Name	Description
<a href="#">PE.K.L.3.In.a:</a>	Recognize a moderate physical activity.
<a href="#">PE.K.L.3.Su.a:</a>	Recognize a moderate modified physical activity.
<a href="#">PE.K.L.3.Pa.a:</a>	Recognize a modified physical activity.

[PE.K.L.3.2:](#) Identify a vigorous physical activity.

### Related Access Points

Name	Description
<a href="#">PE.K.L.3.In.b:</a>	Recognize a vigorous physical activity.
<a href="#">PE.K.L.3.Su.b:</a>	Recognize a physical activity.
<a href="#">PE.K.L.3.Pa.b:</a>	Explore physical activities.

[PE.K.M.1.1 :](#) Use a variety of locomotor skills to travel in personal and general space.

### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.a:</a>	Perform locomotor skills to travel in personal and general space.
<a href="#">PE.K.M.1.Su.a:</a>	Perform locomotor skills to travel in general space.
<a href="#">PE.K.M.1.Pa.a:</a>	Perform guided locomotor skills.

[PE.K.M.1.10 :](#) Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.

### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.j:</a>	Perform a creative movement sequence with use of one movement concept.
<a href="#">PE.K.M.1.Su.j:</a>	Perform a creative movement sequence.
<a href="#">PE.K.M.1.Pa.j:</a>	Perform a guided movement.

[PE.K.M.1.11 :](#) Balance on a variety of body parts.

### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.k:</a>	Balance on a body part.
<a href="#">PE.K.M.1.Su.k:</a>	Balance on two points of contact.
<a href="#">PE.K.M.1.Pa.k:</a>	Balance body to remain stationary.

[PE.K.M.1.12 :](#) Perform a variety of rolling actions.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.l:</a>	Perform more than one rolling action.
<a href="#">PE.K.M.1.Su.l:</a>	Perform a log roll.
<a href="#">PE.K.M.1.Pa.l:</a>	Perform a partial log roll, such as rolling to one side or from front to back.

Move in a variety of ways in relation to others.

[PE.K.M.1.13 :](#)

**Remarks/Examples:**  
Some examples of this would be chasing, fleeing, and dodging.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.Su.m:</a>	Imitate ways to move, such as chasing and fleeing.
<a href="#">PE.K.M.1.Pa.m:</a>	Move from one place to another.

[PE.K.M.1.2 :](#) Strike objects using body parts forcefully.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.b:</a>	Strike a stationary, modified object with a body part.
<a href="#">PE.K.M.1.Su.b:</a>	Swing and make contact with a modified object with a body part.
<a href="#">PE.K.M.1.Pa.b:</a>	Swing at a stationary, modified object with a body part.

[PE.K.M.1.3 :](#) Balance a lightweight object on a paddle while moving.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.c:</a>	Balance a lightweight object on a paddle.
<a href="#">PE.K.M.1.Su.c:</a>	Balance a modified lightweight object on a paddle.
<a href="#">PE.K.M.1.Pa.c:</a>	Balance a modified lightweight object on a modified paddle.

Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.

[PE.K.M.1.4 :](#)

**Remarks/Examples:**  
Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.d:</a>	Strike a modified object using a modified implement.
<a href="#">PE.K.M.1.Su.d:</a>	Swing and make contact with a modified object using a modified implement.
<a href="#">PE.K.M.1.Pa.d:</a>	Swing at a modified object using a modified implement.

[PE.K.M.1.5 :](#) Use two hands to bounce and catch a large playground ball.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.e:</a>	Release and catch a large playground ball.
<a href="#">PE.K.M.1.Su.e:</a>	Use two hands to trap a large playground ball.
<a href="#">PE.K.M.1.Pa.e:</a>	Hold and release modified objects with arms or hands.

Participate in a variety of introductory water skills.

[PE.K.M.1.6 :](#)

**Remarks/Examples:**  
Some examples of introductory water skills would be water entry, putting face in water, and supported with feet off the bottom.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.Su.f:</a>	Participate in a variety of selected modified introductory water skills.
<a href="#">PE.K.M.1.Pa.f:</a>	Participate in a variety of guided modified introductory water skills.

[PE.K.M.1.7 :](#) Catch a variety of self-tossed objects.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.g:</a>	Catch a variety of self-tossed modified objects.
<a href="#">PE.K.M.1.Su.g:</a>	Use two hands to trap modified objects.
<a href="#">PE.K.M.1.Pa.g:</a>	Hold modified objects with arms or hands.

[PE.K.M.1.8 :](#) Roll and throw a variety of objects using an underhand motion.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.h:</a>	Roll and throw a variety of modified objects using an underhand motion.
<a href="#">PE.K.M.1.Su.h:</a>	Roll and throw a variety of modified objects.
<a href="#">PE.K.M.1.Pa.h:</a>	Roll modified objects.

[PE.K.M.1.9 :](#) Throw a variety of objects forcefully using an overhand motion.

#### Related Access Points

Name	Description
<a href="#">PE.K.M.1.In.i:</a>	Throw a variety of objects using an overhand motion.
<a href="#">PE.K.M.1.Su.i:</a>	Throw a variety of modified objects.
<a href="#">PE.K.M.1.Pa.i:</a>	Swing arm and release modified objects from hand.

[PE.K.R.1.1 :](#) Treat others with respect during play.

#### Related Access Points

Name	Description
<a href="#">PE.K.R.1.In.a:</a>	Show respect for others during play.
<a href="#">PE.K.R.1.Su.a:</a>	Show respect for others during selected play activities.
<a href="#">PE.K.R.1.Pa.a:</a>	Show respect when others are present.

[PE.K.R.1.2 :](#) Practice specific skills as assigned until the teacher signals the end of practice.

#### Related Access Points

Name	Description
<a href="#">PE.K.R.1.In.b:</a>	Practice assigned skills until the teacher signals the end of practice.
<a href="#">PE.K.R.1.Su.b:</a>	Practice until the teacher signals the end of practice.
<a href="#">PE.K.R.1.Pa.b:</a>	Practice and recognize the teacher's signal to end practice.

[PE.K.R.1.3 :](#) Use equipment safely and properly.

#### Related Access Points

Name	Description
<a href="#">PE.K.R.1.In.c:</a>	Use equipment for its intended purpose.
<a href="#">PE.K.R.1.Su.c:</a>	Use the appropriate equipment for a physical activity.
<a href="#">PE.K.R.1.Pa.c:</a>	Associate the equipment with a physical activity.

[PE.K.R.1.4 :](#) Identify sharing with a partner as a way to cooperate.

#### Related Access Points

Name	Description
<a href="#">PE.K.R.1.In.d:</a>	Identify sharing as a way to work with others.
<a href="#">PE.K.R.1.Su.d:</a>	Recognize sharing as a way to work with others.
<a href="#">PE.K.R.1.Pa.d:</a>	Associate sharing with working with others.

[PE.K.R.2.1 :](#) Identify physical activities that are enjoyable.

#### Related Access Points

Name	Description
<a href="#">PE.K.R.2.In.a:</a>	Recognize physical activities that are enjoyable.
<a href="#">PE.K.R.2.Su.a:</a>	Recognize a physical activity that is enjoyable.
<a href="#">PE.K.R.2.Pa.a:</a>	Associate physical activity with enjoyment.

[PE.K.R.2.2 :](#) Willingly try new movements and motor skills.

#### Related Access Points

Name	Description
<a href="#">PE.K.R.2.In.b:</a>	Willingly try new motor movements.
<a href="#">PE.K.R.2.Su.b:</a>	Willingly try selected new motor movements.
<a href="#">PE.K.R.2.Pa.b:</a>	Try guided motor movements.

[PE.K.R.2.3 :](#)

Continue to participate when not successful on the first try.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.2.In.c:</a>	Continue to participate when not successful.
<a href="#">PE.K.R.2.Su.c:</a>	Continue to try when not successful.
<a href="#">PE.K.R.2.Pa.c:</a>	Continue to attend when not successful.

[PE.K.R.2.4 :](#)

Enjoy participation alone and with others.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.2.In.d:</a>	Enjoy playing alone and with others.
<a href="#">PE.K.R.2.Su.d:</a>	Enjoy playing alone or with others.
<a href="#">PE.K.R.2.Pa.d:</a>	Enjoy playing in guided activities.



# Access Science Grade Kindergarten (#7720015)

{ [Science - Grade Kindergarten - 5020010](#) }

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<b>Course Number:</b> 7720015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SCI GRADE K
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> K	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.K.C.1.5:</a>	<p>Recognize there are body parts inside and outside of the body.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Brain, muscles, and skin.</p> </div> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.K.C.1.In.5:</a></td> <td>Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.</td> </tr> <tr> <td><a href="#">HE.K.C.1.Su.5:</a></td> <td>Recognize selected body parts outside of the body, such as nose, hands, and eyes.</td> </tr> <tr> <td><a href="#">HE.K.C.1.Pa.5:</a></td> <td>Recognize a body part outside of the body, such as a hand.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.K.C.1.In.5:</a>	Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.	<a href="#">HE.K.C.1.Su.5:</a>	Recognize selected body parts outside of the body, such as nose, hands, and eyes.	<a href="#">HE.K.C.1.Pa.5:</a>	Recognize a body part outside of the body, such as a hand.
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<a href="#">LAFS.K.RI.1.AP.1b:</a>	With prompting and support, ask questions about key details in a text.								
<a href="#">LAFS.K.RI.2.4:</a>	With prompting and support, ask and answer questions about unknown words in a text.								

### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.2.AP.4a:</a>	Ask questions about unknown words in a text.
<a href="#">LAFS.K.RI.2.AP.4b:</a>	Answer questions about unknown words in a text.

[LAFS.K.RI.4.10:](#) Actively engage in group reading activities with purpose and understanding.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.K.RI.4.AP.10c:</a>	Engage in group reading of informational text by sharing something learned or something enjoyed.

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

[LAFS.K.SL.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[LAFS.K.W.3.8:](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Related Access Points

Name	Description
<a href="#">LAFS.K.W.3.AP.8a:</a>	Identify various sources that can be used to gather information (e.g., library books, magazines, Internet) or to answer questions (e.g., how do we find out?).
<a href="#">LAFS.K.W.3.AP.8b:</a>	Use provided illustrations or visual displays to gain information on a topic.
<a href="#">LAFS.K.W.3.AP.8c:</a>	With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.
<a href="#">LAFS.K.W.3.AP.8d:</a>	With guidance and support from adults, recall information from experiences to answer a question.

[MAFS.K.MD.1.2:](#) Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

### Related Access Points

Name	Description
<a href="#">MAFS.K.MD.1.AP.2a:</a>	Compare two objects with a measurable attribute in common to see which object has more/less of the attribute. (length, height, weight).

[MAFS.K.MD.2.3:](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Related Access Points

Name	Description
<a href="#">MAFS.K.MD.2.AP.3a:</a>	Sort objects by characteristics (e.g., big/little, colors, shapes).

[SC.K.E.5.1:](#) Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

### Related Access Points

Name	Description
<a href="#">SC.K.E.5.In.1:</a>	Identify that objects can fall to the ground unless something stops them.
<a href="#">SC.K.E.5.Su.1:</a>	Recognize that objects fall to the ground.
<a href="#">SC.K.E.5.Pa.1:</a>	Track a falling object.

[SC.K.E.5.2:](#) Recognize the repeating pattern of day and night.

### Related Access Points

Name	Description
<a href="#">SC.K.E.5.In.2:</a>	Identify daily activities in a 24-hour period, such as eating breakfast and going to bed, and associate activities with morning and night.
<a href="#">SC.K.E.5.Su.2:</a>	Identify one common activity that occurs in the day and one that occurs in the night.
<a href="#">SC.K.E.5.Pa.2:</a>	Recognize one common activity that occurs during the day.

[SC.K.E.5.3:](#) Recognize that the Sun can only be seen in the daytime.

### Related Access Points

Name	Description
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<a href="#">SC.K.E.5.In.3:</a>	Identify the Sun in the daytime.
<a href="#">SC.K.E.5.Su.3:</a>	Recognize the Sun in the daytime.
<a href="#">SC.K.E.5.Pa.3:</a>	Associate the Sun with daytime.

[SC.K.E.5.4:](#)

Observe that sometimes the Moon can be seen at night and sometimes during the day.

**Related Access Points**

Name	Description
<a href="#">SC.K.E.5.In.4:</a>	Identify the Moon in the sky at night.
<a href="#">SC.K.E.5.Su.4:</a>	Recognize the Moon in the sky at night.
<a href="#">SC.K.E.5.Pa.4:</a>	Associate the Moon with night.

[SC.K.E.5.5:](#)

Observe that things can be big and things can be small as seen from Earth.

**Related Access Points**

Name	Description
<a href="#">SC.K.E.5.In.5:</a>	Observe big and small things in the sky.
<a href="#">SC.K.E.5.Su.5:</a>	Recognize the size of items as either big or small.
<a href="#">SC.K.E.5.Pa.5:</a>	Recognize items that are big.

[SC.K.E.5.6:](#)

Observe that some objects are far away and some are nearby as seen from Earth.

**Related Access Points**

Name	Description
<a href="#">SC.K.E.5.In.6:</a>	Identify an item that is far away and an item that is nearby.
<a href="#">SC.K.E.5.Su.6:</a>	Recognize familiar objects that are far away or nearby.
<a href="#">SC.K.E.5.Pa.6:</a>	Recognize items as nearby.

Recognize the five senses and related body parts.

[SC.K.L.14.1:](#)

**Remarks/Examples:**  
Integrate [HE.K.C.1.5](#). Recognize there are body parts inside and outside of the body. Related body parts include: eyes, ears, nose, tongue, and skin.

**Related Access Points**

Name	Description
<a href="#">SC.K.L.14.In.1:</a>	Recognize the senses of sight, hearing, and smell and related body parts.
<a href="#">SC.K.L.14.Su.1:</a>	Recognize the senses of sight and hearing and related body parts.
<a href="#">SC.K.L.14.Pa.1:</a>	Recognize and respond to one type of sensory stimuli.

[SC.K.L.14.2:](#)

Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

**Related Access Points**

Name	Description
<a href="#">SC.K.L.14.In.2:</a>	Identify a behavior of an animal or plant in a book or other media that is not real.
<a href="#">SC.K.L.14.Su.2:</a>	Distinguish a real animal and an animal that is not a living thing, such as a toy animal.
<a href="#">SC.K.L.14.Pa.2:</a>	Distinguish between a plant and animal.

Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

[SC.K.L.14.3:](#)

**Remarks/Examples:**  
Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classrooms and schoolyard environments.

**Related Access Points**

Name	Description
<a href="#">SC.K.L.14.In.3:</a>	Identify differences in characteristics of plants and animals.
<a href="#">SC.K.L.14.Su.3:</a>	Match identical animals and plants.
<a href="#">SC.K.L.14.Pa.2:</a>	Distinguish between a plant and animal.

Collaborate with a partner to collect information.

[SC.K.N.1.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.1:</a>	Identify a partner to obtain information.
<a href="#">SC.K.N.1.Su.1:</a>	Collect a designated item with a partner.
<a href="#">SC.K.N.1.Pa.1:</a>	Share objects with a partner.

Make observations of the natural world and know that they are descriptors collected using the five senses.

[SC.K.N.1.2:](#)

**Remarks/Examples:**

Florida Standards Connections: LAFS.K.W.3.8. With guidance and support from adults, recall information from experiences or gather information experiences or gather information from provided sources to answer a question.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.2:</a>	Identify information about objects and actions in the natural world through observation.
<a href="#">SC.K.N.1.Su.2:</a>	Identify information about objects in the natural world through observation.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

[SC.K.N.1.3:](#)

Keep records as appropriate -- such as pictorial records -- of investigations conducted.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.3:</a>	Observe, explore, and create a visual representation of real objects.
<a href="#">SC.K.N.1.Su.3:</a>	Observe, explore, and match pictures to real objects.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

[SC.K.N.1.4:](#)

Observe and create a visual representation of an object which includes its major features.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.3:</a>	Observe, explore, and create a visual representation of real objects.
<a href="#">SC.K.N.1.Su.3:</a>	Observe, explore, and match pictures to real objects.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

Recognize that learning can come from careful observation.

[SC.K.N.1.5:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K.12.MP.5: Use appropriate tools strategically and, MAFS.K.12.MP.6: Attend precision.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.2:</a>	Identify information about objects and actions in the natural world through observation.
<a href="#">SC.K.N.1.Su.2:</a>	Identify information about objects in the natural world through observation.
<a href="#">SC.K.N.1.Su.3:</a>	Observe, explore, and match pictures to real objects.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

[SC.K.P.10.1:](#)

Observe that things that make sound vibrate.

**Related Access Points**

Name	Description
<a href="#">SC.K.P.10.In.1:</a>	Identify objects that create specific sounds.
<a href="#">SC.K.P.10.Su.1:</a>	Match sounds to specific objects.
<a href="#">SC.K.P.10.Pa.1:</a>	Recognize and respond to common sounds.

[SC.K.P.12.1:](#)

Investigate that things move in different ways, such as fast, slow, etc.

**Related Access Points**

Name	Description
<a href="#">SC.K.P.12.In.1:</a>	Identify ways that things move, such as fast or slow.
<a href="#">SC.K.P.12.Su.1:</a>	Recognize that things move.
<a href="#">SC.K.P.12.Pa.1:</a>	Track objects in motion.

[SC.K.P.13.1:](#)

Observe that a push or a pull can change the way an object is moving.

**Related Access Points**

Name	Description
<a href="#">SC.K.P.13.In.1:</a>	Demonstrate pushing or pulling of an object to make it move.
<a href="#">SC.K.P.13.Su.1:</a>	Recognize that pushing or pulling an object makes it move.
<a href="#">SC.K.P.13.Pa.1:</a>	Track the movement of objects that are pushed or pulled.

Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

[SC.K.P.8.1:](#)

**Remarks/Examples:**

The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.

Florida Standards Connections: [MAFS.K.MD.2.3](#) Classify objects into given categories count the numbers of objects in each category and sort the

**Related Access Points**

Name	Description
<a href="#">SC.K.P.8.In.1:</a>	Sort objects by observable properties, such as size, shape, or color.
<a href="#">SC.K.P.8.Su.1:</a>	Match objects by an observable property, such as size or color.
<a href="#">SC.K.P.8.Pa.1:</a>	Recognize two common objects that are identical to each other.

[SC.K.P.9.1:](#)

Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

**Related Access Points**

Name	Description
<a href="#">SC.K.P.9.In.1:</a>	Recognize that the shape of objects, such as paper, changes when cut, torn, or crumpled.
<a href="#">SC.K.P.9.Su.1:</a>	Recognize that the shape of objects, such as paper, changes when cut or torn.
<a href="#">SC.K.P.9.Pa.1:</a>	Recognize a change in an object.

There are more than 230 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12867>



# Access Science Grade 1 (#7720020) [{ Science - Grade 1 - 5020020 }](#)

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<b>Course Number:</b> 7720020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SCI GRADE 1
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 1	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.1.C.1.5:</a>	Identify the correct names of human body parts.  <b>Remarks/Examples:</b> Stomach, intestines, heart, lungs, skin, muscles, and bones.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.1.C.1.In.5:</a>	Identify body parts outside the body by name, such as arms, hands, legs, feet, head, eyes, nose, and mouth.
<a href="#">HE.1.C.1.Su.5:</a>	Recognize body parts outside of the body, such as mouth, hands, arms, and head.
<a href="#">HE.1.C.1.Pa.5:</a>	Recognize selected body parts outside the body, such as a hand, mouth, and nose.
<a href="#">LAFS.1.RI.1.1:</a>	Ask and answer questions about key details in a text.
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.1.RI.1.AP.1a:</a>	Answer questions about key details in a text read, read aloud or viewed.
<a href="#">LAFS.1.RI.1.AP.1b:</a>	Ask questions about key details in a text read, read aloud or viewed.
<a href="#">LAFS.1.RI.2.4:</a>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>Related Access Points</b>	

Name	Description
<a href="#">LAFS.1.RI.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4c:</a>	Ask questions to help determine or clarify the meaning of phrases in a text.
<a href="#">LAFS.1.RI.2.AP.4d:</a>	Answer questions to help determine or clarify the meaning of phrases in a text.

[LAFS.1.RI.4.10:](#) With prompting and support, read informational texts appropriately complex for grade 1.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.4.AP.10a:</a>	Choose text of increasing complexity to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
- Ask questions to clear up any confusion about the topics and texts under discussion.

[LAFS.1.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<a href="#">LAFS.1.SL.1.AP.1b:</a>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>
<a href="#">LAFS.1.SL.1.AP.1c:</a>	Ask questions to clear up any confusion about the topics or texts under discussion.

[LAFS.1.W.3.8:](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.3.AP.8a:</a>	With guidance and support from adults, recall information from experiences to answer a question.
<a href="#">LAFS.1.W.3.AP.8b:</a>	Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).
<a href="#">LAFS.1.W.3.AP.8c:</a>	Use illustrations and details in a text to obtain facts and compose information on a topic.

[MAFS.1.MD.3.4:](#) Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.3.AP.4a:</a>	Analyze data by sorting into two categories; answer questions about the total number of data points and how many in each category.
<a href="#">MAFS.1.MD.3.AP.4b:</a>	Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for two or more categories.
<a href="#">MAFS.1.MD.3.AP.4c:</a>	Compare the values of the two categories of data in terms of more or less.

[SC.1.E.5.1:](#) Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.

#### Related Access Points

Name	Description
<a href="#">SC.1.E.5.Su.1:</a>	Recognize that there are many stars in the sky.
<a href="#">SC.1.E.5.Pa.1:</a>	Associate stars with the night sky.

[SC.1.E.5.2:](#) Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.

#### Related Access Points

Name	Description
<a href="#">SC.1.E.5.In.2:</a>	Observe and recognize that an object will fall when it is dropped.
<a href="#">SC.1.E.5.Su.2:</a>	Indicate the location of an object before and after it falls.
<a href="#">SC.1.E.5.Pa.2:</a>	Track objects that fall to the ground.

[SC.1.E.5.3:](#) Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

#### Related Access Points

Name	Description
<a href="#">SC.1.E.5.In.3:</a>	Identify that magnifiers enlarge the appearance of objects.
<a href="#">SC.1.E.5.Su.3:</a>	Match a magnified item to its original item.
<a href="#">SC.1.E.5.Pa.3:</a>	Recognize a familiar object enlarged by magnification.

[SC.1.E.5.4:](#) Identify the beneficial and harmful properties of the Sun.

### Related Access Points

Name	Description
<a href="#">SC.1.E.5.In.4:</a>	Recognize positive and harmful effects of sunlight.
<a href="#">SC.1.E.5.Su.4:</a>	Recognize a positive effect and a negative effect of sunlight.
<a href="#">SC.1.E.5.Pa.4:</a>	Recognize effects of sunlight, such as warming and giving light.

[SC.1.E.6.1:](#) Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

### Related Access Points

Name	Description
<a href="#">SC.1.E.6.In.1:</a>	Identify rocks, water, and living things in the environment.
<a href="#">SC.1.E.6.Su.1:</a>	Recognize rocks and living things in the environment.
<a href="#">SC.1.E.6.Pa.1:</a>	Recognize living things in the environment.

[SC.1.E.6.2:](#) Describe the need for water and how to be safe around water.

### Related Access Points

Name	Description
<a href="#">SC.1.E.6.In.2:</a>	Identify reasons people need water and safe practices around water.
<a href="#">SC.1.E.6.Su.2:</a>	Identify reasons people need water.
<a href="#">SC.1.E.6.Pa.2:</a>	Recognize one way people use water.

[SC.1.E.6.3:](#) Recognize that some things in the world around us happen fast and some happen slowly.

<b>Remarks/Examples:</b> Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.
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### Related Access Points

Name	Description
<a href="#">SC.1.E.6.In.3:</a>	Distinguish between events that happen slowly and those that happen fast.
<a href="#">SC.1.E.6.Su.3:</a>	Distinguish between actions that are fast or slow.
<a href="#">SC.1.E.6.Pa.3:</a>	Recognize an action as fast or slow.

Make observations of living things and their environment using the five senses.

<b>Remarks/Examples:</b> Integrate <a href="#">HE.1.C.1.6</a> . Emphasize the correct names of human body parts.
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### Related Access Points

Name	Description
<a href="#">SC.1.L.14.In.1:</a>	Use sight, hearing, and smell to make observations.
<a href="#">SC.1.L.14.Su.1:</a>	Use sight and hearing to make observations.
<a href="#">SC.1.L.14.Pa.1:</a>	Recognize and respond to different types of sensory stimuli.

[SC.1.L.14.2:](#) Identify the major parts of plants, including stem, roots, leaves, and flowers.

### Related Access Points

Name	Description
<a href="#">SC.1.L.14.In.2:</a>	Identify the leaf, flower, and stem of a plant.
<a href="#">SC.1.L.14.Su.2:</a>	Recognize the leaf and flower of a plant.
<a href="#">SC.1.L.14.Pa.2:</a>	Recognize that plants have leaves.

[SC.1.L.14.3:](#) Differentiate between living and nonliving things.

### Related Access Points

Name	Description
<a href="#">SC.1.L.14.In.3:</a>	Identify characteristics of living and nonliving things, including whether they need food or water.
<a href="#">SC.1.L.14.Su.3:</a>	Distinguish common living and nonliving things in the environment.
<a href="#">SC.1.L.14.Pa.3:</a>	Recognize self and others as living things.

[SC.1.L.16.1:](#) Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

### Related Access Points

Name	Description
<a href="#">SC.1.L.16.In.1:</a>	Match offspring of specific animals to adult animals.
<a href="#">SC.1.L.16.Su.1:</a>	Recognize that baby plants and animals have parents.
<a href="#">SC.1.L.16.Pa.1:</a>	Recognize one's own parents.

[SC.1.L.17.1:](#) Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

### Related Access Points

Name	Description
<a href="#">SC.1.L.17.In.1:</a>	Observe and recognize that plants and animals need water and food.
<a href="#">SC.1.L.17.Su.1:</a>	Observe and recognize that plants and animals need water.
<a href="#">SC.1.L.17.Pa.1:</a>	Observe and recognize that people need water.

Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

[SC.1.N.1.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: [LAFS.1.SL.1.1](#). Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.

### Related Access Points

Name	Description
<a href="#">SC.1.N.1.In.1:</a>	Request information about the environment.
<a href="#">SC.1.N.1.Su.1:</a>	Ask questions about common objects in the environment.
<a href="#">SC.1.N.1.Pa.1:</a>	Recognize common objects in the environment.

Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

[SC.1.N.1.2:](#)

**Remarks/Examples:**  
Florida Standards Connections: [LAFS.1.W.3.8](#). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
  
Refer to MAFS.K12.MP.5: Use appropriate tools strategically.

### Related Access Points

Name	Description
<a href="#">SC.1.N.1.In.2:</a>	Use careful observation to identify objects based on size, shape, color, or texture.
<a href="#">SC.1.N.1.Su.2:</a>	Recognize differences in objects through observation of size, shape, or color
<a href="#">SC.1.N.1.Pa.2:</a>	Recognize common objects as the same.

Keep records as appropriate - such as pictorial and written records - of investigations conducted.

[SC.1.N.1.3:](#)

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.1.MD.3.4](#). Organize, represent, and interpret data with up to three categories ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### Related Access Points

Name	Description
<a href="#">SC.1.N.1.In.3:</a>	Draw pictures about investigations conducted.
<a href="#">SC.1.N.1.Su.3:</a>	Contribute to group recordings of observations.
<a href="#">SC.1.N.1.Pa.1:</a>	Recognize common objects in the environment.

Ask "how do you know?" in appropriate situations.

[SC.1.N.1.4:](#)

**Remarks/Examples:**  
\* Florida Standards Connections: [LAFS.1.RI.2.4](#). Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

### Related Access Points

Name	Description
<a href="#">SC.1.N.1.In.4:</a>	Ask a question about a science investigation.
<a href="#">SC.1.N.1.Su.1:</a>	Ask questions about common objects in the environment.
<a href="#">SC.1.N.1.Pa.1:</a>	Recognize common objects in the environment.

[SC.1.P.12.1:](#)

Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

### Related Access Points

Name	Description
<a href="#">SC.1.P.12.In.1:</a>	Demonstrate and identify that objects can move in different ways, such as up and down, in a straight line, and back and forth.
<a href="#">SC.1.P.12.Su.1:</a>	Demonstrate that objects can move in different ways, such as up and down.
<a href="#">SC.1.P.12.Pa.1:</a>	Track objects moving up and down.

[SC.1.P.13.1:](#)

Demonstrate that the way to change the motion of an object is by applying a push or a pull.

### Related Access Points

Name	Description
<a href="#">SC.1.P.13.In.1:</a>	Identify the effect that a push or pull has on an object, such as changing the way an object moves.

[SC.1.P.13.Su.1:](#) Demonstrate and recognize that pushing or pulling of an object makes it move.

[SC.1.P.13.Pa.1:](#) Apply a push to move an object.

Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

[SC.1.P.8.1:](#)

**Remarks/Examples:**

The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2.

**Related Access Points**

Name	Description
<a href="#">SC.1.P.8.In.1:</a>	Sort objects by observable properties, such as size, shape, color, or texture.
<a href="#">SC.1.P.8.Su.1:</a>	Sort objects by an observable property, such as size, shape, or color.
<a href="#">SC.1.P.8.Pa.1:</a>	Identify common classroom objects by one observable property, such as size or color.

There are more than 274 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12868>



# Access Science Grade 2 (#7720030) [{ Science - Grade 2 - 5020030 }](#)

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<b>Course Number:</b> 7720030	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SCI GRADE 2
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 2	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.2.B.5.2:</a>	Name healthy options to health-related issues or problems.  <b>Remarks/Examples:</b> Safety equipment, peer cooperation, and communication.								
	<b>Related Access Points</b>								
	<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.2.B.5.In.b:</a></td> <td>Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices.</td> </tr> <tr> <td><a href="#">HE.2.B.5.Su.b:</a></td> <td>Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.</td> </tr> <tr> <td><a href="#">HE.2.B.5.Pa.b:</a></td> <td>Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.2.B.5.In.b:</a>	Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices.	<a href="#">HE.2.B.5.Su.b:</a>	Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.	<a href="#">HE.2.B.5.Pa.b:</a>	Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.
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<a href="#">HE.2.B.5.Su.b:</a>	Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.								
<a href="#">HE.2.B.5.Pa.b:</a>	Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.								
<a href="#">HE.2.C.1.5:</a>	Recognize the locations and functions of major human organs.  <b>Remarks/Examples:</b> The functions of the heart, lungs, and muscles.								
	<b>Related Access Points</b>								
	<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.2.C.1.In.5:</a></td> <td>Identify major human organs and their functions, such as heart, lungs, and muscles.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.2.C.1.In.5:</a>	Identify major human organs and their functions, such as heart, lungs, and muscles.				
Name	Description								
<a href="#">HE.2.C.1.In.5:</a>	Identify major human organs and their functions, such as heart, lungs, and muscles.								

[HE.2.C.1.Su.5:](#) Recognize major human organs and their functions, such as heart and muscles.

[HE.2.C.1.Pa.5:](#) Recognize selected major human organs, such as heart, lungs, and muscles.

[LAFS.2.RI.1.3:](#)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.3a:</a>	Identify the connection between a series of historical events in an informational text.
<a href="#">LAFS.2.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text and describe how they are connected.
<a href="#">LAFS.2.RI.1.AP.3c:</a>	Identify the connection between scientific ideas or concepts in an informational text.

[LAFS.2.RI.2.4:](#)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.4a:</a>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

[LAFS.2.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for understanding.
<a href="#">LAFS.2.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.2.RI.4.AP.10c:</a>	Discuss key details and main topic of an informational text.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

[LAFS.2.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<a href="#">LAFS.2.SL.1.AP.1b:</a>	Build on others' talk in conversations by linking their comments to the remarks of others.

[LAFS.2.W.3.7:](#)

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.3.AP.7a:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<a href="#">LAFS.2.W.3.AP.7b:</a>	Generate ideas and/or opinions when participating in shared writing projects.

[LAFS.2.W.3.8:](#)

Recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.3.AP.8a:</a>	Recall information from experiences to answer a question.
<a href="#">LAFS.2.W.3.AP.8b:</a>	With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.
<a href="#">LAFS.2.W.3.AP.8c:</a>	Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.
<a href="#">LAFS.2.W.3.AP.8d:</a>	Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.
<a href="#">LAFS.2.W.3.AP.8e:</a>	Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.
<a href="#">LAFS.2.W.3.AP.8f:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

[MAFS.2.MD.4.10:](#)

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.4.AP.10a:</a>	Identify the value of each category represented on a picture graph and bar graph.
<a href="#">MAFS.2.MD.4.AP.10b:</a>	Organize data by representing on a pictorial graph or bar graph.

[MAFS.2.MD.4.AP.10c:](#) Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.

[MAFS.2.MD.4.9:](#)

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.4.AP.9a:</a>	Organize linear measurement data by representing continuous data on a line plot.

Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.

[SC.2.E.6.1:](#)

**Remarks/Examples:**  
Sizes - boulder, stone, pebble, sand, granular.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.6.In.1:</a>	Sort rocks according to size and shape.
<a href="#">SC.2.E.6.Su.1:</a>	Sort rocks according to size.
<a href="#">SC.2.E.6.Pa.1:</a>	Recognize the ground in the environment.

[SC.2.E.6.2:](#)

Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.6.In.2:</a>	Identify components of soil, such as dead plants and pieces of rock.
<a href="#">SC.2.E.6.Su.2:</a>	Identify small pieces of rock in the soil.
<a href="#">SC.2.E.6.Pa.1:</a>	Recognize the ground in the environment.

[SC.2.E.6.3:](#)

Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.6.In.3:</a>	Recognize soil types based on color (dark or light) and texture (size of particles).
<a href="#">SC.2.E.6.Su.3:</a>	Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles).
<a href="#">SC.2.E.6.Pa.2:</a>	Distinguish examples of soil from other substances.

[SC.2.E.7.1:](#)

Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.7.In.1:</a>	Identify common weather patterns associated with each season.
<a href="#">SC.2.E.7.Su.1:</a>	Recognize types of weather and match to the weather outdoors.
<a href="#">SC.2.E.7.Pa.1:</a>	Recognize daily outdoor temperature as hot or cold.

Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.

[SC.2.E.7.2:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.7.In.2:</a>	Identify that the Sun heats the outside air and water.
<a href="#">SC.2.E.7.Su.2:</a>	Recognize that items outside are heated by the Sun.
<a href="#">SC.2.E.7.Pa.1:</a>	Recognize daily outdoor temperature as hot or cold.

[SC.2.E.7.3:](#)

Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).

#### Related Access Points

Name	Description
<a href="#">SC.2.E.7.In.3:</a>	Recognize that water in an open container will disappear (evaporate).
<a href="#">SC.2.E.7.Su.3:</a>	Recognize that wet things will dry when they are left in the air.
<a href="#">SC.2.E.7.Pa.2:</a>	Distinguish between items that are wet and items that are dry.

[SC.2.E.7.4:](#)

Investigate that air is all around us and that moving air is wind.

#### Related Access Points

Name	Description
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<a href="#">SC.2.E.7.In.4:</a>	Identify effects of wind.
<a href="#">SC.2.E.7.Su.4:</a>	Recognize effects of wind.
<a href="#">SC.2.E.7.Pa.3:</a>	Indicate awareness of air moving.

[SC.2.E.7.5:](#) State the importance of preparing for severe weather, lightning, and other weather related events.

**Related Access Points**

Name	Description
<a href="#">SC.2.E.7.In.5:</a>	Identify harmful consequences of being outside in severe weather, such as lightning, hurricanes, or tornados.
<a href="#">SC.2.E.7.Su.5:</a>	Recognize reasons for staying inside during severe weather, such as hurricanes and thunderstorms.
<a href="#">SC.2.E.7.Pa.4:</a>	Recognize where to go to avoid severe weather, such as thunder and lightning.

Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

[SC.2.L.14.1:](#)

**Remarks/Examples:**  
Integrate [HE.2.C.1.6](#). Recognize the locations and functions of major human organs. [HE.2.B.3.2](#). Name healthy options to health-related issues and problems.

**Related Access Points**

Name	Description
<a href="#">SC.2.L.14.In.1:</a>	Identify major external body parts, such as hands and legs, and their uses.
<a href="#">SC.2.L.14.Su.1:</a>	Match external body parts, such as a foot, to their uses.
<a href="#">SC.2.L.14.Pa.1:</a>	Recognize one or more external body parts.

Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

[SC.2.L.16.1:](#)

**Remarks/Examples:**  
Other examples for life cycles: peanuts, frogs and meal worms.

**Related Access Points**

Name	Description
<a href="#">SC.2.L.16.In.1:</a>	Observe and recognize the major stages in the life cycles of plants and animals.
<a href="#">SC.2.L.16.Su.1:</a>	Observe and recognize the sequence of stages in the life cycles of common animals.
<a href="#">SC.2.L.16.Pa.1:</a>	Recognize that offspring can be matched with their parents, such as a human baby with adult humans and a puppy with dogs.

[SC.2.L.17.1:](#)

Compare and contrast the basic needs that all living things, including humans, have for survival.

**Related Access Points**

Name	Description
<a href="#">SC.2.L.17.In.1:</a>	Identify the basic needs of living things, including water, food, and air.
<a href="#">SC.2.L.17.Su.1:</a>	Recognize that living things have basic needs, including water and food.
<a href="#">SC.2.L.17.Pa.1:</a>	Recognize that animals need water.

Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

[SC.2.L.17.2:](#)

**Remarks/Examples:**  
Build on knowledge from grade 1 (food, air, water, space). Animals need air, food, water, shelter, and plants need air, water, nutrients, light.

**Related Access Points**

Name	Description
<a href="#">SC.2.L.17.In.2:</a>	Recognize that many different kinds of living things are found in different habitats.
<a href="#">SC.2.L.17.Su.2:</a>	Recognize that many kinds of living things are found in the environment.
<a href="#">SC.2.L.17.Pa.2:</a>	Recognize common living things in the immediate environment.

[SC.2.N.1.1:](#)

Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

**Related Access Points**

Name	Description
<a href="#">SC.2.N.1.In.1:</a>	Ask questions and make observations about things in the natural world.
<a href="#">SC.2.N.1.Su.1:</a>	Answer yes and no questions and make observations about common objects and actions in the natural world.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

Compare the observations made by different groups using the same tools.

[SC.2.N.1.2:](#)

**Remarks/Examples:**  
Compare the observations made by different groups using the same tools.  
  
Florida Standards Connections: [LAFS.2.SL.1.1](#). Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in groups.  
  
MAFS.K12.MP.5: Use appropriate tools strategically.

### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.2:</a>	Identify information about objects based on observation.
<a href="#">SC.2.N.1.Su.2:</a>	Identify characteristics of objects based on observation.
<a href="#">SC.2.N.1.Pa.2:</a>	Use senses to recognize objects.

Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

[SC.2.N.1.3:](#)

**Remarks/Examples:**  
Florida Standards Connections: [LAFS.2.W.3.8](#). Recall information from experiences or gather information from provided sources to answer a question.

### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.1:</a>	Ask questions and make observations about things in the natural world.
<a href="#">SC.2.N.1.Su.1:</a>	Answer yes and no questions and make observations about common objects and actions in the natural world.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

Explain how particular scientific investigations should yield similar conclusions when repeated.

[SC.2.N.1.4:](#)

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.2.MD.4.10](#). Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.3:</a>	Recognize that the results of a scientific activity should be the same when repeated
<a href="#">SC.2.N.1.Su.3:</a>	Recognize that science activities can be repeated.
<a href="#">SC.2.N.1.Pa.3:</a>	Recognize common objects in different environments.

Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

[SC.2.N.1.5:](#)

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.K12.MP.5](#): Use appropriate tools strategically.

### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.2:</a>	Identify information about objects based on observation.
<a href="#">SC.2.N.1.Su.2:</a>	Identify characteristics of objects based on observation.
<a href="#">SC.2.N.1.Pa.2:</a>	Use senses to recognize objects.

Explain how scientists alone or in groups are always investigating new ways to solve problems.

[SC.2.N.1.6:](#)

**Remarks/Examples:**  
\* Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them.

### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.4:</a>	Recognize that scientists work to solve problems.
<a href="#">SC.2.N.1.Su.4:</a>	Recognize that people work in science.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

[SC.2.P.10.1:](#)

Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

### Related Access Points

Name	Description
<a href="#">SC.2.P.10.In.1:</a>	Identify ways people use electricity in their lives.
<a href="#">SC.2.P.10.Su.1:</a>	Recognize a way people use electricity in their lives.
<a href="#">SC.2.P.10.Pa.1:</a>	Activate a device that uses electricity.

[SC.2.P.13.1:](#)

Investigate the effect of applying various pushes and pulls on different objects.

### Related Access Points

Name	Description
<a href="#">SC.2.P.13.In.1:</a>	Observe and identify that pushing or pulling an object can change the direction of movement of the object.
<a href="#">SC.2.P.13.Su.1:</a>	Identify that pushing or pulling an object makes it move.
<a href="#">SC.2.P.13.Pa.1:</a>	Recognize that pushing and pulling an object makes it move.

[SC.2.P.13.2:](#)

Demonstrate that magnets can be used to make some things move without touching them.

### Related Access Points

Name	Description
<a href="#">SC.2.P.13.In.2:</a>	Observe and recognize that magnets can move some objects.
<a href="#">SC.2.P.13.Su.2:</a>	Use magnets to cause objects to move.
<a href="#">SC.2.P.13.Pa.1:</a>	Recognize that pushing and pulling an object makes it move.

[SC.2.P.13.3:](#) Recognize that objects are pulled toward the ground unless something holds them up.

#### Related Access Points

Name	Description
<a href="#">SC.2.P.13.In.3:</a>	Identify and demonstrate that an object will fall to the ground when dropped.
<a href="#">SC.2.P.13.Su.3:</a>	Recognize that an object will fall to the ground when dropped.
<a href="#">SC.2.P.13.Pa.2:</a>	Indicate that an object has fallen.

[SC.2.P.13.4:](#) Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

#### Related Access Points

Name	Description
<a href="#">SC.2.P.13.In.4:</a>	Identify that pushing or pulling an object with more force will make the object go faster or farther.
<a href="#">SC.2.P.13.Su.4:</a>	Recognize that pushing or pulling an object with more force will make the object go faster or farther.
<a href="#">SC.2.P.13.Pa.1:</a>	Recognize that pushing and pulling an object makes it move.

Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

[SC.2.P.8.1:](#)

Remarks/Examples:
The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2. Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.2.P.8.In.1:</a>	Identify objects by observable properties, such as, size, shape, color,
<a href="#">SC.2.P.8.Su.1:</a>	Identify objects by observable properties, such as size, shape, and color.
<a href="#">SC.2.P.8.Pa.1:</a>	Match objects by one observable property, such as size or color.

[SC.2.P.8.2:](#) Identify objects and materials as solid, liquid, or gas.

#### Related Access Points

Name	Description
<a href="#">SC.2.P.8.In.2:</a>	Identify objects and materials as solid or liquid.
<a href="#">SC.2.P.8.Su.2:</a>	Recognize water in solid or liquid states.
<a href="#">SC.2.P.8.Pa.2:</a>	Recognize water as a liquid.

[SC.2.P.8.3:](#) Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

#### Related Access Points

Name	Description
<a href="#">SC.2.P.8.In.3:</a>	Recognize that solids have a definite shape and liquids take the shape of their container.
<a href="#">SC.2.P.8.Su.3:</a>	Recognize that solids have a definite shape.
<a href="#">SC.2.P.8.Pa.3:</a>	Recognize different containers that hold liquids.

[SC.2.P.8.4:](#) Observe and describe water in its solid, liquid, and gaseous states.

#### Related Access Points

Name	Description
<a href="#">SC.2.P.8.In.2:</a>	Identify objects and materials as solid or liquid.
<a href="#">SC.2.P.8.Su.2:</a>	Recognize water in solid or liquid states.
<a href="#">SC.2.P.8.Pa.2:</a>	Recognize water as a liquid.

Measure and compare temperatures taken every day at the same time.

[SC.2.P.8.5:](#)

Remarks/Examples:
** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.2.P.8.In.4:</a>	Describe and compare outside daily temperatures as warm or cold.
<a href="#">SC.2.P.8.Su.4:</a>	Identify outside temperatures as warm or cold.
<a href="#">SC.2.P.8.Pa.4:</a>	Recognize common objects or materials as warm or cold.

Measure and compare the volume of liquids using containers of various shapes and sizes.

[SC.2.P.8.6:](#)

**Remarks/Examples:**

Recognize the volume of a sample of liquid is independent of the size and shape of the container.

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.8.In.5:</a>	Compare the volume of liquid in a variety of containers.
<a href="#">SC.2.P.8.Su.5:</a>	Recognize different volumes of liquids in identical containers.
<a href="#">SC.2.P.8.Pa.3:</a>	Recognize different containers that hold liquids.

[SC.2.P.9.1:](#)

Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.9.In.1:</a>	Explore and identify that observable properties of materials can be changed.
<a href="#">SC.2.P.9.Su.1:</a>	Recognize changes in observable properties of materials.
<a href="#">SC.2.P.9.Pa.1:</a>	Recognize that the appearance of an object or material has changed.

There are more than 348 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12869>



# Access Science Grade 3 (#7720040) [{ Science - Grade 3 - 5020040 }](#)

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<b>Course Number:</b> 7720040	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SCI GRADE 3
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 3	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.3.C.1.4:</a>	<p>Recognize common childhood health conditions.</p> <p><b>Remarks/Examples:</b> Asthma, diabetes, food allergies, dental cavities, and colds.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.3.C.1.In.d:</a></td> <td>Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental cavities.</td> </tr> <tr> <td><a href="#">HE.3.C.1.Su.d:</a></td> <td>Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental cavities.</td> </tr> <tr> <td><a href="#">HE.3.C.1.Pa.d:</a></td> <td>Recognize symptoms of common childhood illnesses, such as a runny nose or sore throat.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.3.C.1.In.d:</a>	Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental cavities.	<a href="#">HE.3.C.1.Su.d:</a>	Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental cavities.	<a href="#">HE.3.C.1.Pa.d:</a>	Recognize symptoms of common childhood illnesses, such as a runny nose or sore throat.
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<a href="#">HE.3.C.1.Pa.d:</a>	Recognize symptoms of common childhood illnesses, such as a runny nose or sore throat.								
<a href="#">HE.3.C.1.5:</a>	<p>Recognize that body parts and organs work together to form human body systems.</p> <p><b>Remarks/Examples:</b> Circulatory system, digestive system, nervous system, reproductive system, and other body systems.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.3.C.1.In.e:</a></td> <td>Recognize that human body parts work together (systems) to maintain physical health.</td> </tr> <tr> <td><a href="#">HE.3.C.1.Su.e:</a></td> <td>Recognize that selected body parts work together to maintain physical health.</td> </tr> <tr> <td><a href="#">HE.3.C.1.Pa.e:</a></td> <td>Recognize that there are parts inside of the body, such as the heart and stomach.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.3.C.1.In.e:</a>	Recognize that human body parts work together (systems) to maintain physical health.	<a href="#">HE.3.C.1.Su.e:</a>	Recognize that selected body parts work together to maintain physical health.	<a href="#">HE.3.C.1.Pa.e:</a>	Recognize that there are parts inside of the body, such as the heart and stomach.
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[LAFS.3.RI.1.3:](#)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.1.AP.3a:</a>	Identify the sequence of events in an informational text.
<a href="#">LAFS.3.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text.
<a href="#">LAFS.3.RI.1.AP.3c:</a>	Identify the cause and effect relationships in an informational text.

[LAFS.3.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.3.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

[LAFS.3.RI.4.10:](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.4.AP.10a:</a>	Read or listen to and recount self- selected informational articles, history/social studies, science and technical texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

[LAFS.3.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.3.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.3.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1c:</a>	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1d:</a>	Express ideas and understanding in light of collaborative discussions.

[LAFS.3.W.3.8:](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8b:</a>	Recall information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8c:</a>	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8d:</a>	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8e:</a>	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.W.3.AP.8f:</a>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
<a href="#">LAFS.3.W.3.AP.8g:</a>	Locate important points on a single topic from two informational texts or sources.
<a href="#">LAFS.3.W.3.AP.8h:</a>	Identify key details in an informational text.
<a href="#">LAFS.3.W.3.AP.8i:</a>	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
<a href="#">LAFS.3.W.3.AP.8j:</a>	Sort evidence collected from print and/or digital sources into provided categories.

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

[MAFS.3.MD.1.2:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole- number problems involving such quantities.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.1.AP.2a:</a>	Select the appropriate tool for the measurement of liquid volume and mass.

<a href="#">MAFS.3.MD.1.AP.2b:</a>	Select appropriate units for measurement involving liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2c:</a>	Add to solve one-step word problems involving liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2d:</a>	Estimate liquid volume and mass.

[MAFS.3.MD.2.4:](#)

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.2.AP.4a:</a>	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
<a href="#">MAFS.3.MD.2.AP.4b:</a>	Organize measurement data into a line plot.

[SC.3.E.5.1:](#)

Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

**Related Access Points**

Name	Description
<a href="#">SC.3.E.5.In.1:</a>	Recognize that stars in the sky look different from each other.
<a href="#">SC.3.E.5.Su.1:</a>	Recognize that all stars except the Sun appear very small.
<a href="#">SC.3.E.5.Pa.1:</a>	Recognize stars in the sky.

[SC.3.E.5.2:](#)

Identify the Sun as a star that emits energy; some of it in the form of light.

**Related Access Points**

Name	Description
<a href="#">SC.3.E.5.In.2:</a>	Recognize that the Sun is a star that gives off its own light.
<a href="#">SC.3.E.5.Su.2:</a>	Recognize that the Sun gives off light.
<a href="#">SC.3.E.5.Pa.2:</a>	Recognize that the Sun is bright.

[SC.3.E.5.3:](#)

Recognize that the Sun appears large and bright because it is the closest star to Earth.

**Related Access Points**

Name	Description
<a href="#">SC.3.E.5.In.3:</a>	Recognize that the Sun is the closest star to Earth.
<a href="#">SC.3.E.5.Su.3:</a>	Recognize that the Sun is a star.
<a href="#">SC.3.E.5.Pa.2:</a>	Recognize that the Sun is bright.

[SC.3.E.5.4:](#)

Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

**Related Access Points**

Name	Description
<a href="#">SC.3.E.5.In.4:</a>	Observe and describe ways to keep an object from falling due to gravity.
<a href="#">SC.3.E.5.Su.4:</a>	Observe and recognize ways to stop a falling object, such as catching a ball.
<a href="#">SC.3.E.5.Pa.3:</a>	Recognize that an object can be stopped from falling.

[SC.3.E.5.5:](#)

Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

**Related Access Points**

Name	Description
<a href="#">SC.3.E.5.In.5:</a>	Recognize that stars appear larger and closer when seen through a telescope.
<a href="#">SC.3.E.5.Su.5:</a>	Recognize a telescope as a tool to view stars in space.
<a href="#">SC.3.E.5.Pa.4:</a>	Match a familiar object enlarged by magnification.

[SC.3.E.6.1:](#)

Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

**Related Access Points**

Name	Description
<a href="#">SC.3.E.6.In.1:</a>	Identify that energy from the Sun heats objects.
<a href="#">SC.3.E.6.Su.1:</a>	Recognize that many things will get hot when left in the Sun.
<a href="#">SC.3.E.6.Pa.1:</a>	Distinguish between hot and cold objects.

Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

[SC.3.L.14.1:](#)

<b>Remarks/Examples:</b> Annually assessed on Grade 5 Science FCAT 2.0. Also assesses <a href="#">SC.3.L.14.2</a> and <a href="#">SC.4.L.16.1</a> . Integrate for compare/contrast <a href="#">HE.3.C.1.5</a> . Recognize that body parts and <u>organs</u> work together to form human body systems. n>
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**Related Access Points**

Name	Description
<a href="#">SC.3.L.14.In.1:</a>	Identify the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions.

[SC.3.L.14.Su.1:](#) Identify the major parts of a plant, such as the root, stem, leaf, and flower.

[SC.3.L.14.Pa.1:](#) Recognize the leaf and flower of a plant.

[SC.3.L.14.2:](#)

Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.14.In.2:</a>	Identify behaviors of plants that show they are growing.
<a href="#">SC.3.L.14.Su.2:</a>	Recognize that plants grow toward light and roots grow down in the soil.
<a href="#">SC.3.L.14.Pa.2:</a>	Recognize that plants grow.

[SC.3.L.15.1:](#)

Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.15.In.1:</a>	Classify animals by a similar physical characteristic, such as fur, feathers, and number of legs.
<a href="#">SC.3.L.15.Su.1:</a>	Sort common animals by observable characteristics.
<a href="#">SC.3.L.15.Pa.1:</a>	Match animals that are the same.

[SC.3.L.15.2:](#)

Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.15.In.2:</a>	Classify parts of plants into groups based on physical characteristics, such as classifying leaves by shape.
<a href="#">SC.3.L.15.Su.2:</a>	Sort common plants by observable characteristics.
<a href="#">SC.3.L.15.Pa.2:</a>	Match plants that are the same.

[SC.3.L.17.1:](#)

Describe how animals and plants respond to changing seasons.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.17.In.1:</a>	Identify changes in the appearance of animals and plants throughout the year.
<a href="#">SC.3.L.17.Su.1:</a>	Recognize that the appearance of some plants in the environment changes throughout the year.
<a href="#">SC.3.L.17.Pa.1:</a>	Recognize clothing worn by humans in different weather (seasons).

[SC.3.L.17.2:](#)

Recognize that plants use energy from the Sun, air, and water to make their own food.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.17.In.2:</a>	Recognize that most plants make their own food.
<a href="#">SC.3.L.17.Su.2:</a>	Recognize that plants need light to grow.
<a href="#">SC.3.L.17.Pa.2:</a>	Recognize that plants need water.

[SC.3.N.1.1:](#)

Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

#### Remarks/Examples:

Florida Standards Connections: [LAFS.3.SL.1.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on **others'** ideas and expressing their own clearly.

Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them and, [MAFS.K12.MP.3](#): Construct viable arguments and critique the reasoning of others.

#### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.1:</a>	Ask questions, explore, observe, and identify outcomes.
<a href="#">SC.3.N.1.Su.1:</a>	Ask literal questions, explore, observe, and share information.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

[SC.3.N.1.2:](#)

Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

#### Remarks/Examples:

Florida Standards Connections: [LAFS.3.SL.1.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on **others'** ideas and expressing their own clearly.

Florida Standards Connections: [MAFS.K12.MP.5](#): Use appropriate tools strategically and, [MAFS.K12.MP.8](#): Look for and express regularity in repeated reasoning.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.2:</a>	Work with a group to make observations and identify results.
<a href="#">SC.3.N.1.Su.2:</a>	Work with a partner to make observations.
<a href="#">SC.3.N.1.Pa.2:</a>	Assist with investigations with a partner.

Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

[SC.3.N.1.3:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.3:</a>	Record observations to describe findings using written or visual formats, such as picture stories.
<a href="#">SC.3.N.1.Su.3:</a>	Record observations to describe findings using dictated words and phrases and pictures.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

Recognize the importance of communication among scientists.

[SC.3.N.1.4:](#)

**Remarks/Examples:**  
\* Florida Standards Connections: [LAFS.3.RI.1.3](#). Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.4:</a>	Recognize that scientists share their knowledge and results with each other.
<a href="#">SC.3.N.1.Su.4:</a>	Recognize that people work in different kinds of jobs related to science.
<a href="#">SC.3.N.1.Pa.3:</a>	Recognize that people share information.

Recognize that scientists question, discuss, and check each others' evidence and explanations.

[SC.3.N.1.5:](#)

**Remarks/Examples:**  
\*\* Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.4:</a>	Recognize that scientists share their knowledge and results with each other.
<a href="#">SC.3.N.1.Su.4:</a>	Recognize that people work in different kinds of jobs related to science.
<a href="#">SC.3.N.1.Pa.3:</a>	Recognize that people share information.

Infer based on observation.

[SC.3.N.1.6:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.1:</a>	Ask questions, explore, observe, and identify outcomes.
<a href="#">SC.3.N.1.Su.1:</a>	Ask literal questions, explore, observe, and share information.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

[SC.3.N.1.7:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.1:</a>	Ask questions, explore, observe, and identify outcomes.
<a href="#">SC.3.N.1.Su.1:</a>	Ask literal questions, explore, observe, and share information.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

[SC.3.N.3.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: [LAFS.3.RI.2.4](#). Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

### Related Access Points

Name	Description
<a href="#">SC.3.N.3.In.1:</a>	Recognize meanings of words used in science, such as energy, temperature, and gravity.

[SC.3.N.3.Su.1:](#) Recognize meanings of words used in science, such as telescope, environment, and solid.

[SC.3.N.3.Pa.1:](#) Recognize common objects related to science by name, such as ice, animal, and plant.

Recognize that scientists use models to help understand and explain how things work.

[SC.3.N.3.2:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.4: [Model](#) with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.3.N.3.In.2:</a>	Use models to identify how things work.
<a href="#">SC.3.N.3.Su.2:</a>	Recognize that models represent real things.
<a href="#">SC.3.N.3.Pa.2:</a>	Recognize a model of a real object.

Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

[SC.3.N.3.3:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.4: [Model](#) with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.3.N.3.In.3:</a>	Identify that models are representations of things found in the real world.
<a href="#">SC.3.N.3.Su.2:</a>	Recognize that models represent real things.
<a href="#">SC.3.N.3.Pa.2:</a>	Recognize a model of a real object.

[SC.3.P.10.1:](#)

Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.10.In.1:</a>	Recognize forms of energy, such as light, heat, electrical, and energy of motion.
<a href="#">SC.3.P.10.Su.1:</a>	Recognize objects that use electricity (television) and the energy of motion (bowling ball).
<a href="#">SC.3.P.10.Pa.1:</a>	Recognize the change in the motion of an object.

[SC.3.P.10.2:](#)

Recognize that energy has the ability to cause motion or create change.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.10.In.2:</a>	Recognize examples of the use of energy, such as electrical (radio, freezer) and energy of motion (bowling, wind).
<a href="#">SC.3.P.10.Su.1:</a>	Recognize objects that use electricity (television) and the energy of motion (bowling ball).
<a href="#">SC.3.P.10.Pa.1:</a>	Recognize the change in the motion of an object.

[SC.3.P.10.3:](#)

Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.10.In.3:</a>	Identify that light may come from different sources, such as the Sun or electric lamp.
<a href="#">SC.3.P.10.Su.2:</a>	Recognize examples of sources of light, such as the Sun or a flashlight.
<a href="#">SC.3.P.10.Pa.2:</a>	Distinguish light and dark.

[SC.3.P.10.4:](#)

Demonstrate that light can be reflected, refracted, and absorbed.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.10.In.3:</a>	Identify that light may come from different sources, such as the Sun or electric lamp.
<a href="#">SC.3.P.10.Su.2:</a>	Recognize examples of sources of light, such as the Sun or a flashlight.
<a href="#">SC.3.P.10.Pa.2:</a>	Distinguish light and dark.

[SC.3.P.11.1:](#)

Investigate, observe, and explain that things that give off light often also give off heat.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.11.In.1:</a>	Identify that objects that give off light often give off heat.
<a href="#">SC.3.P.11.Su.1:</a>	Recognize objects that give off both heat and light, such as a light bulb.
<a href="#">SC.3.P.11.Pa.1:</a>	Recognize sources of light.

[SC.3.P.11.2:](#)

Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.11.In.2:</a>	Observe and identify that heat is produced when objects are rubbed together.

[SC.3.P.11.Su.2:](#) Observe and recognize that rubbing objects together causes heat.

[SC.3.P.11.Pa.2:](#) Recognize sources of heat.

Measure and compare temperatures of various samples of solids and liquids.

[SC.3.P.8.1:](#)

**Remarks/Examples:**

Florida Standards Connections: [MAFS.K12.MP.5](#): Use appropriate tools strategically and, [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.8.In.1:</a>	Observe and identify the colder/hotter temperature measured on a thermometer.
<a href="#">SC.3.P.8.Su.1:</a>	Recognize that a thermometer measures temperature (cold and hot).
<a href="#">SC.3.P.8.Pa.1:</a>	Recognize the temperature of items, such as food, as cool or warm.

Measure and compare the mass and volume of solids and liquids.

[SC.3.P.8.2:](#)

**Remarks/Examples:**

Introduce the term mass as compared to the term weight.

Florida Standards Connections: [MAFS.3.MD.1.2](#) [MAFS.K12.MP.5](#): Use appropriate tools strategically and, [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.8.In.2:</a>	Measure the weight of solids or liquids.
<a href="#">SC.3.P.8.Su.2:</a>	Sort solid objects by weight (heavy and light).
<a href="#">SC.3.P.8.Pa.2:</a>	Recognize the larger of two objects.

Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

[SC.3.P.8.3:](#)

**Remarks/Examples:**

\*\* Florida Standards Connections: [MAFS.3.MD.2.4](#); [MAFS.K12.MP.5](#): Use appropriate tools strategically; and, [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.8.In.3:</a>	Group objects by two observable properties, such as size and shape or color and texture.
<a href="#">SC.3.P.8.Su.3:</a>	Sort objects by an observable property, such as size, shape, color, and texture.
<a href="#">SC.3.P.8.Pa.3:</a>	Match objects by an observable property, such as size, shape, and color.

[SC.3.P.9.1:](#)

Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

**Related Access Points**

Name	Description
<a href="#">SC.3.P.9.In.1:</a>	Describe changes in the state of water as a result of freezing and melting.
<a href="#">SC.3.P.9.Su.1:</a>	Identify that water can change from solid to liquid state by heating.
<a href="#">SC.3.P.9.Pa.1:</a>	Recognize that ice can change to water.

There are more than 273 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12870>



# Access Science Grade 4 (#7720050) [{ Science - Grade 4 - 5020050 }](#)

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<b>Course Number:</b> 7720050	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SCI GRADE 4
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 4	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.4.C.1.5:</a>	Identify the human body parts and organs that work together to form healthy body systems.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.</p> </div> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.4.C.1.In.5:</a></td> <td>Recognize major external and internal body parts that work together, such as the nose and lungs for breathing, and the mouth and stomach for digesting food.</td> </tr> <tr> <td><a href="#">HE.4.C.1.Su.5:</a></td> <td>Recognize selected body parts that work together, such as the nose and lungs for breathing or the mouth and stomach for digesting food.</td> </tr> <tr> <td><a href="#">HE.4.C.1.Pa.5:</a></td> <td>Associate selected external body parts with their functions.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.4.C.1.In.5:</a>	Recognize major external and internal body parts that work together, such as the nose and lungs for breathing, and the mouth and stomach for digesting food.	<a href="#">HE.4.C.1.Su.5:</a>	Recognize selected body parts that work together, such as the nose and lungs for breathing or the mouth and stomach for digesting food.	<a href="#">HE.4.C.1.Pa.5:</a>	Associate selected external body parts with their functions.
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<a href="#">HE.4.C.1.Pa.5:</a>	Associate selected external body parts with their functions.								
<a href="#">LAFS.4.RI.1.3:</a>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">LAFS.4.RI.1.AP.3a:</a></td> <td>Identify events, procedures, ideas or concepts in a historical, scientific or technical text.</td> </tr> <tr> <td><a href="#">LAFS.4.RI.1.AP.3b:</a></td> <td>Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.</td> </tr> </tbody> </table>	Name	Description	<a href="#">LAFS.4.RI.1.AP.3a:</a>	Identify events, procedures, ideas or concepts in a historical, scientific or technical text.	<a href="#">LAFS.4.RI.1.AP.3b:</a>	Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.		
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<a href="#">LAFS.4.RI.1.AP.3a:</a>	Identify events, procedures, ideas or concepts in a historical, scientific or technical text.								
<a href="#">LAFS.4.RI.1.AP.3b:</a>	Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.								

[LAFS.4.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.2.AP.4a:</a>	Determine the meaning of general academic and domain-specific words and phrases in increasingly complex texts over time.

[LAFS.4.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.4.AP.10a:</a>	Read or listen to and recount self-selected stories, dramas, poetry and other types of increasingly complex text over time.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[LAFS.4.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.4.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.4.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.4.SL.1.AP.1c:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.4.SL.1.AP.1d:</a>	Review the key ideas expressed within a collaborative discussion.

[LAFS.4.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.4.W.3.AP.8b:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.4.W.3.AP.8c:</a>	Identify key details from an informational text that are relevant to the specific topic.
<a href="#">LAFS.4.W.3.AP.8d:</a>	Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.
<a href="#">LAFS.4.W.3.AP.8e:</a>	Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

[LAFS.4.W.3.9:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.3.AP.9a:</a>	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).

[MAFS.4.MD.1.1:](#)

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

**Related Access Points**

Name	Description
<a href="#">MAFS.4.MD.1.AP.1a:</a>	Within a system of measurement, identify the number of smaller units in the next larger unit.
<a href="#">MAFS.4.MD.1.AP.1b:</a>	Complete a conversion table for length and mass within a single system.

[MAFS.4.MD.2.4:](#)

Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.MD.2.AP.4a:</a>	Solve problems involving addition and subtraction of fractions with like denominators (2, 4, and 8) by using information presented in line plots.

Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.

[SC.4.E.5.1:](#)

**Remarks/Examples:**

\*\* Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.5.In.1:</a>	Identify that there are many stars in the sky with some that create patterns.
<a href="#">SC.4.E.5.Su.1:</a>	Recognize a pattern of stars in the sky, such as the Big Dipper.
<a href="#">SC.4.E.5.Pa.1:</a>	Recognize that there are many stars in the sky.

[SC.4.E.5.2:](#)

Describe the changes in the observable shape of the moon over the course of about a month.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.5.In.2:</a>	Label three phases of the moon, including full, half (quarter), and crescent.
<a href="#">SC.4.E.5.Su.2:</a>	Identify a full moon and a half (quarter) moon.
<a href="#">SC.4.E.5.Pa.2:</a>	Recognize a full moon as a circle.

Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.

[SC.4.E.5.3:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.5.In.3:</a>	Recognize that Earth revolves around the Sun.
<a href="#">SC.4.E.5.Su.3:</a>	Recognize that Earth is always turning (rotating).
<a href="#">SC.4.E.5.Pa.3:</a>	Identify morning, noon, and night.

Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

[SC.4.E.5.4:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.E.5.1](#), [SC.4.E.5.2](#), and [SC.4.E.5.3](#).

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.5.In.4:</a>	Recognize that the Sun appears to rise and set because of Earth's rotation in a 24-hour day.
<a href="#">SC.4.E.5.Su.4:</a>	Recognize that the side of Earth facing the Sun has daylight.
<a href="#">SC.4.E.5.Pa.3:</a>	Identify morning, noon, and night.

[SC.4.E.5.5:](#)

Investigate and report the effects of space research and exploration on the economy and culture of Florida.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.5.In.5:</a>	Identify objects and people related to the space program in Florida.
<a href="#">SC.4.E.5.Su.5:</a>	Recognize an object or person related to the space program in Florida.
<a href="#">SC.4.E.5.Pa.4:</a>	Recognize a space-related object.

[SC.4.E.6.1:](#)

Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.1:</a>	Recognize that rocks are classified by the way they are formed, such as sedimentary.
<a href="#">SC.4.E.6.Su.1:</a>	Sort rocks according to observable characteristics, including color, shape, and size.
<a href="#">SC.4.E.6.Pa.1:</a>	Distinguish rocks from other substances found on the Earth's surface.

Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

[SC.4.E.6.2:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.E.6.1](#).

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.2:</a>	Identify physical properties (hardness, streak color, and luster) of common minerals, such as rock salt, talc, gold, and silver.
<a href="#">SC.4.E.6.Su.2:</a>	Sort common minerals, such as rock salt, talc, gold, and silver, by their physical properties (luster and color).

[SC.4.E.6.Pa.2:](#) Recognize common minerals, such as rock salt, talc, gold, and silver.

Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

[SC.4.E.6.3:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.E.6.1](#).

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.3:</a>	Recognize that some natural resources used by humans are non-renewable, such as oil.
<a href="#">SC.4.E.6.Su.3:</a>	Recognize that some natural resources can run out (non-renewable).
<a href="#">SC.4.E.6.Pa.3:</a>	Recognize the universal symbol for recycling.

Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).

[SC.4.E.6.4:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.4:</a>	Identify that wind and water cause physical weathering and erosion of rocks.
<a href="#">SC.4.E.6.Su.4:</a>	Recognize examples of weathering or erosion in the environment.
<a href="#">SC.4.E.6.Pa.4:</a>	Recognize the effect of weathering on an object.

Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

[SC.4.E.6.5:](#)

**Remarks/Examples:**

MAFS.K12.MP.5: Use appropriate tools strategically.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.5:</a>	Identify tools used to observe things that are far away and things that are very small.
<a href="#">SC.4.E.6.Su.5:</a>	Recognize tools that will make things look larger, such as a telescope and a magnifier.
<a href="#">SC.4.E.6.Pa.5:</a>	Recognize that something has been magnified.

[SC.4.E.6.6:](#)

Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.6:</a>	Identify natural resources found in Florida, including solar energy, water, and limestone.
<a href="#">SC.4.E.6.Su.6:</a>	Recognize natural resources found in Florida, such as solar energy and water.
<a href="#">SC.4.E.6.Pa.6:</a>	Recognize water as a resource in Florida.

[SC.4.L.16.1:](#)

Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.16.In.1:</a>	Identify that insects spread pollen to help flowering plants make seeds.
<a href="#">SC.4.L.16.Su.1:</a>	Recognize that many flowering plants grow from their own seeds.
<a href="#">SC.4.L.16.Pa.1:</a>	Recognize that many plants have flowers and leaves.

Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

[SC.4.L.16.2:](#)

**Remarks/Examples:**

Integrate [HE.4.C.1.6](#). Identify the human body parts and organs that work together to form healthy body systems.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.16.In.2:</a>	Identify behaviors that animals have naturally (inherit) and behaviors that animals learn.
<a href="#">SC.4.L.16.Su.2:</a>	Recognize behaviors of common animals.
<a href="#">SC.4.L.16.Pa.2:</a>	Recognize similarities between self and parents.

[SC.4.L.16.3:](#)

Recognize that animal behaviors may be shaped by heredity and learning.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.16.In.2:</a>	Identify behaviors that animals have naturally (inherit) and behaviors that animals learn.
<a href="#">SC.4.L.16.Su.2:</a>	Recognize behaviors of common animals.
<a href="#">SC.4.L.16.Pa.2:</a>	Recognize similarities between self and parents.

Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

[SC.4.L.16.4:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.16.In.3:</a>	Identify similarities in the major stages in the life cycles of common Florida plants and animals.
<a href="#">SC.4.L.16.Su.3:</a>	Recognize the major stages in life cycles of common plants and animals.
<a href="#">SC.4.L.16.Pa.3:</a>	Match offspring of animals with parents.

[SC.4.L.17.1:](#)

Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.17.In.1:</a>	Identify seasonal changes in Florida plants and animals.
<a href="#">SC.4.L.17.Su.1:</a>	Recognize seasonal changes in some Florida plants, such as the presence of flowers and change in leaf color.
<a href="#">SC.4.L.17.Pa.1:</a>	Recognize a seasonal change in the appearance of a common plant.

[SC.4.L.17.2:](#)

Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.17.In.2:</a>	Recognize that animals cannot make their own food and they must eat plants or other animals to survive.
<a href="#">SC.4.L.17.Su.2:</a>	Recognize that animals (consumers) eat plants or other animals for their food.
<a href="#">SC.4.L.17.Pa.2:</a>	Recognize that animals eat food.

Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

[SC.4.L.17.3:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.17.2](#) and [SC.4.L.17.2](#).

**Related Access Points**

Name	Description
<a href="#">SC.4.L.17.In.3:</a>	Recognize that plants (producers) use energy from the Sun to make their food and animals (consumers) eat plants or other animals for their food.
<a href="#">SC.4.L.17.Su.2:</a>	Recognize that animals (consumers) eat plants or other animals for their food.
<a href="#">SC.4.L.17.Pa.2:</a>	Recognize that animals eat food.

Recognize ways plants and animals, including humans, can impact the environment.

[SC.4.L.17.4:](#)

**Remarks/Examples:**

Introduce the impacts of invasive species, such as Brazilian pepper, Cuban anole, Kudzu, Australian pine, non-native pets released into wild (Burmese python). Ocean pollution resulting from discharge of sewage, toxic chemicals, manufacturing wastes, fertilizers, soaps, detergents, runoff and insecticides population growth causes consumption of limited resources and land use expansion to accommodate for more people animal extinction (endangered and threatened species).

**Related Access Points**

Name	Description
<a href="#">SC.4.L.17.In.4:</a>	Recognize things that people do to help or hurt the environment, such as recycling and pollution.
<a href="#">SC.4.L.17.Su.3:</a>	Recognize ways that people can help improve the environment, such as cleaning up trash.
<a href="#">SC.4.L.17.Pa.3:</a>	Recognize ways that people can help improve the immediate environment, such as cleaning up trash.

Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

[SC.4.N.1.1:](#)

**Remarks/Examples:**

Florida Standards Connections: [LAFS.4.RI.1.3](#). Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them and, [MAFS.K12.MP.3](#): Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.1:</a>	Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings.
<a href="#">SC.4.N.1.Su.1:</a>	Ask a question about the natural world, explore materials, observe, and share information.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.

[SC.4.N.1.2:](#)

**Remarks/Examples:**

Florida Standards Connections: [LAFS.4.SL.1.1](#). Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Florida Standards Connections: [MAFS.K12.MP.4](#): [Model](#) with mathematics and, [MAFS.K12.MP.5](#): Use appropriate tools strategically.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.2:</a>	Compare own observations with observations of others.
<a href="#">SC.4.N.1.Su.2:</a>	Identify information based on observations of self and others.
<a href="#">SC.4.N.1.Pa.2:</a>	Recognize differences in objects or pictures.

[SC.4.N.1.3:](#)

Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.1:</a>	Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings.
<a href="#">SC.4.N.1.Su.1:</a>	Ask a question about the natural world, explore materials, observe, and share information.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

Attempt reasonable answers to scientific questions and cite evidence in support.

[SC.4.N.1.4:](#)

**Remarks/Examples:**

\* Florida Standards Connections: [LAFS.4.W.3.8](#). Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [LAFS.4.W.3.9](#). Draw evidence from literary or informational texts to support analysis, reflection, and research.

\*\* Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them; and, [MAFS.K12.MP.2](#): Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.3:</a>	Relate findings to predefined science questions.
<a href="#">SC.4.N.1.Su.3:</a>	Answer questions about objects and actions related to science.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

[SC.4.N.1.5:](#)

Compare the methods and results of investigations done by other classmates.

**Remarks/Examples:**

Florida Standards Connections: [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.2:</a>	Compare own observations with observations of others.
<a href="#">SC.4.N.1.Su.2:</a>	Identify information based on observations of self and others.
<a href="#">SC.4.N.1.Pa.4:</a>	Recognize that people share information about science.

[SC.4.N.1.6:](#)

Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

**Remarks/Examples:**

Florida Standards Connections: [MAFS.K12.MP.5](#): Use appropriate tools strategically and, [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.4:</a>	Communicate observations and findings through the use of pictures, writing, or charts.
<a href="#">SC.4.N.1.Su.4:</a>	Record observations using drawings, dictation, or pictures.
<a href="#">SC.4.N.1.Pa.3:</a>	Select an object or picture to represent observed events.

[SC.4.N.1.7:](#)

Recognize and explain that scientists base their explanations on evidence.

**Remarks/Examples:**

Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.5:</a>	Recognize that scientists perform experiments, make observations, and gather evidence.
<a href="#">SC.4.N.1.Su.5:</a>	Recognize ways that scientists collect evidence, such as by observations or measuring.
<a href="#">SC.4.N.1.Pa.4:</a>	Recognize that people share information about science.

Recognize that science involves creativity in designing experiments.

<a href="#">SC.4.N.1.8:</a>	<b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.
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**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.5:</a>	Recognize that scientists perform experiments, make observations, and gather evidence.
<a href="#">SC.4.N.1.Su.5:</a>	Recognize ways that scientists collect evidence, such as by observations or measuring.
<a href="#">SC.4.N.1.Pa.4:</a>	Recognize that people share information about science.

[SC.4.N.2.1:](#) Explain that science focuses solely on the natural world.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.2.In.1:</a>	Identify that science focuses on the natural world.
<a href="#">SC.4.N.2.Su.1:</a>	Recognize that science focuses on the natural world.
<a href="#">SC.4.N.2.Pa.1:</a>	Associate science with the natural world in the local environment.

Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

<a href="#">SC.4.N.3.1:</a>	<b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively and, MAFS.K12.MP.4: <u>Model</u> with mathematics.
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**Related Access Points**

Name	Description
<a href="#">SC.4.N.3.In.1:</a>	Identify different types of models, such as a replica, a picture, or an animation.
<a href="#">SC.4.N.3.Su.1:</a>	Recognize different types of models, such as a replica or a picture.
<a href="#">SC.4.N.3.Pa.1:</a>	Match a model that is a replica to a real object.

[SC.4.P.10.1:](#) Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.10.In.1:</a>	Identify forms of energy, such as light, heat, electrical, and energy of motion.
<a href="#">SC.4.P.10.Su.1:</a>	Recognize uses of different forms of energy, including electricity (computer, freezer); heat (camp fire, stove); and energy of motion (rollercoaster, pinball machine).
<a href="#">SC.4.P.10.Pa.1:</a>	Recognize a source of heat energy (fire, heater).

[SC.4.P.10.2:](#) Investigate and describe that energy has the ability to cause motion or create change.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.10.In.2:</a>	Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction).
<a href="#">SC.4.P.10.Su.2:</a>	Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball).
<a href="#">SC.4.P.10.Pa.1:</a>	Recognize a source of heat energy (fire, heater).

[SC.4.P.10.3:](#) Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.10.In.3:</a>	Recognize that vibrations cause sound and identify sounds as high or low (pitch).
<a href="#">SC.4.P.10.Su.3:</a>	Recognize sounds as high or low (pitch).
<a href="#">SC.4.P.10.Pa.2:</a>	Recognize objects that create sounds.

[SC.4.P.10.4:](#) Describe how moving water and air are sources of energy and can be used to move things.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.10.In.4:</a>	Identify machines that use energy from moving water or air, including a windmill and a waterwheel.
<a href="#">SC.4.P.10.Su.4:</a>	Identify objects that use energy from moving air, such as a pinwheel or sailboat.
<a href="#">SC.4.P.10.Pa.3:</a>	Recognize that moving air can move objects.

[SC.4.P.11.1:](#) Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.11.In.1:</a>	Identify that a hot object will make a cold object warm when they touch.
<a href="#">SC.4.P.11.Su.1:</a>	Recognize that a hot object can make a cold object warm when they touch.

[SC.4.P.11.Pa.1:](#) Recognize a temperature change from cold to warm.

[SC.4.P.11.2:](#) Identify common materials that conduct heat well or poorly.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.11.In.2:</a>	Identify materials that are strong conductors of heat, such as metal.
<a href="#">SC.4.P.11.Su.2:</a>	Recognize a common material that is a strong conductor of heat, such as metal.
<a href="#">SC.4.P.11.Pa.2:</a>	Recognize common objects that conduct heat.

[SC.4.P.12.1:](#) Recognize that an object in motion always changes its position and may change its direction.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.12.In.1:</a>	Identify that the position of an object changes when the object is in motion.
<a href="#">SC.4.P.12.Su.1:</a>	Recognize that movement causes an object to change position.
<a href="#">SC.4.P.12.Pa.1:</a>	Recognize that an object can move in different directions, such as left to right, straight line, and zigzag.

[SC.4.P.12.2:](#) Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.12.In.2:</a>	Identify speed as how long it takes to travel a certain distance.
<a href="#">SC.4.P.12.Su.2:</a>	Identify objects that move at different speeds.
<a href="#">SC.4.P.12.Pa.2:</a>	Recognize an object as moving fast or slow.

Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

[SC.4.P.8.1:](#)

<b>Remarks/Examples:</b> Investigate the concept of <u>weight</u> versus <u>mass</u> of objects.  Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.
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#### Related Access Points

Name	Description
<a href="#">SC.4.P.8.In.1:</a>	Compare objects and materials based on physical properties, such as size, shape, color, texture, weight, hardness, odor, taste, and temperature.
<a href="#">SC.4.P.8.Su.1:</a>	Sort objects by physical properties, such as size, shape, color, texture, weight (heavy or light), and temperature (hot or cold).
<a href="#">SC.4.P.8.Pa.1:</a>	Match objects with similar observable properties, such as size, shape, color, or texture.

[SC.4.P.8.2:](#) Identify properties and common uses of water in each of its states.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.8.In.2:</a>	Identify properties and uses of water in solid and liquid states.
<a href="#">SC.4.P.8.Su.2:</a>	Identify uses of water in solid or liquid states.
<a href="#">SC.4.P.8.Pa.2:</a>	Identify ice as a solid.

Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.

[SC.4.P.8.3:](#)

<b>Remarks/Examples:</b> Investigate the concept of <u>weight</u> versus <u>mass</u> of objects.  Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.
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#### Related Access Points

Name	Description
<a href="#">SC.4.P.8.In.3:</a>	Identify that a whole object weighs the same as all of its parts together.
<a href="#">SC.4.P.8.Su.3:</a>	Recognize that the parts of an object can be put together to make a whole.
<a href="#">SC.4.P.8.Pa.3:</a>	Recognize that some objects have parts.

[SC.4.P.8.4:](#) Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.8.In.4:</a>	Identify objects a magnet will attract.
<a href="#">SC.4.P.8.Su.4:</a>	Demonstrate that magnets can attract other magnets.
<a href="#">SC.4.P.8.Pa.4:</a>	Recognize that objects can stick together.

[SC.4.P.9.1:](#)

Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.9.In.1:</a>	Observe and describe properties of materials that have been changed into other materials, such as decayed leaves of a plant.
<a href="#">SC.4.P.9.Su.1:</a>	Indicate differences in materials that have been changed into other materials, such as rust on a can.
<a href="#">SC.4.P.9.Pa.1:</a>	Recognize changes in observable properties of materials.

There are more than 407 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12871>



# Access Science Grade 5 (#7720060) [{ Science - Grade 5 - 5020060 }](#)

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<b>Course Number:</b> 7720060	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SCI GRADE 5
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 5	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.5.C.1.5:</a>	<p>Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</p> <p><b>Remarks/Examples:</b> Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.5.C.1.In.5:</a></td> <td>Identify ways that major external and internal body parts work together in systems, such as digestive, respiratory, and reproductive.</td> </tr> <tr> <td><a href="#">HE.5.C.1.Su.5:</a></td> <td>Recognize ways major internal and external body parts work together, such as digesting food, breathing, and reproducing.</td> </tr> <tr> <td><a href="#">HE.5.C.1.Pa.5:</a></td> <td>Associate major external and internal body parts with their functions.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.5.C.1.In.5:</a>	Identify ways that major external and internal body parts work together in systems, such as digestive, respiratory, and reproductive.	<a href="#">HE.5.C.1.Su.5:</a>	Recognize ways major internal and external body parts work together, such as digesting food, breathing, and reproducing.	<a href="#">HE.5.C.1.Pa.5:</a>	Associate major external and internal body parts with their functions.
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<a href="#">LAFS.5.RI.1.3:</a>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">LAFS.5.RI.1.AP.3a:</a></td> <td>Identify the relationship between two or more individuals in a historical, scientific or technical text.</td> </tr> <tr> <td><a href="#">LAFS.5.RI.1.AP.3b:</a></td> <td>Identify the relationship between two or more events of concepts in a historical, scientific or technical text.</td> </tr> <tr> <td><a href="#">LAFS.5.RI.1.AP.3c:</a></td> <td>Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.</td> </tr> </tbody> </table>	Name	Description	<a href="#">LAFS.5.RI.1.AP.3a:</a>	Identify the relationship between two or more individuals in a historical, scientific or technical text.	<a href="#">LAFS.5.RI.1.AP.3b:</a>	Identify the relationship between two or more events of concepts in a historical, scientific or technical text.	<a href="#">LAFS.5.RI.1.AP.3c:</a>	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
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<a href="#">LAFS.5.RI.1.AP.3a:</a>	Identify the relationship between two or more individuals in a historical, scientific or technical text.								
<a href="#">LAFS.5.RI.1.AP.3b:</a>	Identify the relationship between two or more events of concepts in a historical, scientific or technical text.								
<a href="#">LAFS.5.RI.1.AP.3c:</a>	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.								

[LAFS.5.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.
<a href="#">LAFS.5.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

[LAFS.5.RI.4.10:](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.4.AP.10a:</a>	Read or listen to a variety of texts including history/social studies, science and technical nonfiction texts.
<a href="#">LAFS.5.RI.4.AP.10b:</a>	Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, **building on others’ ideas and expressing their own clearly.**

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[LAFS.5.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.5.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1b:</a>	Follow discussion rules and protocols using academic language.
<a href="#">LAFS.5.SL.1.AP.1c:</a>	Review and respond to the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1d:</a>	Elaborate and build on others’ ideas using textual evidence to support their own ideas.

[LAFS.5.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.8a:</a>	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8b:</a>	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8c:</a>	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8d:</a>	Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

[LAFS.5.W.3.9:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.9a:</a>	Draw evidence from literary text to support an analysis or reflection.
<a href="#">LAFS.5.W.3.AP.9b:</a>	Draw evidence from informational text to support an analysis, reflection or research.

[MAFS.5.G.1.1:](#)

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

**Related Access Points**

Name	Description
<a href="#">MAFS.5.G.1.AP.1a:</a>	Locate the x- and y-axis on a coordinate plane.
<a href="#">MAFS.5.G.1.AP.1b:</a>	Locate points on a coordinate plane.
<a href="#">MAFS.5.G.1.AP.1c:</a>	Graph ordered pairs (coordinates).

[MAFS.5.MD.2.2:](#)

Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

### Related Access Points

Name	Description
<a href="#">MAFS.5.MD.2.AP.2a</a>	Collect and graph fractional data on a line plot (e.g., length of each person's pencil in classroom, hours of exercise each week).

Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.

[SC.5.E.5.1:](#)

<b>Remarks/Examples:</b> Annually assessed on Grade 5 Science FCAT 2.0. Also assesses <a href="#">SC.3.E.5.1</a> , <a href="#">SC.3.E.5.2</a> , and <a href="#">SC.3.E.5.3</a> .
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### Related Access Points

Name	Description
<a href="#">SC.5.E.5.In.1:</a>	Identify that a galaxy is made of a very large number of stars and the planets that orbit them.
<a href="#">SC.5.E.5.Su.1:</a>	Recognize that a galaxy is a group of stars.
<a href="#">SC.5.E.5.Pa.1:</a>	Recognize that stars are very far away from Earth.

[SC.5.E.5.2:](#)

Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.

### Related Access Points

Name	Description
<a href="#">SC.5.E.5.In.2:</a>	Recognize major differences in the characteristics of the planets in the Solar System.
<a href="#">SC.5.E.5.Su.2:</a>	Recognize that surface of planet Earth is covered by water and land.
<a href="#">SC.5.E.5.Pa.2:</a>	Recognize Earth as the planet where we live.

Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.

[SC.5.E.5.3:](#)

<b>Remarks/Examples:</b> Annually assessed on Grade 5 Science FCAT 2.0. Also assesses <a href="#">SC.5.E.5.2</a> .
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### Related Access Points

Name	Description
<a href="#">SC.5.E.5.In.3:</a>	Identify that the Solar System includes the Sun, Earth, Moon, and other planets and their moons.
<a href="#">SC.5.E.5.Su.3:</a>	Identify that the Sun, Earth, and Moon are part of the Solar System.
<a href="#">SC.5.E.5.Pa.2:</a>	Recognize Earth as the planet where we live.

Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.

[SC.5.E.7.1:](#)

<b>Remarks/Examples:</b> Annually assessed on Grade 5 Science FCAT 2.0. Also assesses <a href="#">SC.5.E.7.2</a> .  Florida Standards Connections: MAFS.K12.MP.4: <u>Model</u> with mathematics.
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### Related Access Points

Name	Description
<a href="#">SC.5.E.7.In.1:</a>	Label the state of water in each stage of the water cycle.
<a href="#">SC.5.E.7.Su.1:</a>	Match different states of water (liquid and solid) to changes in temperature.
<a href="#">SC.5.E.7.Pa.1:</a>	Distinguish between water as a liquid and ice as a solid.

[SC.5.E.7.2:](#)

Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

### Related Access Points

Name	Description
<a href="#">SC.5.E.7.In.2:</a>	Recognize that water evaporates from the ocean, falls as precipitation, and then goes back into the ocean.
<a href="#">SC.5.E.7.Su.2:</a>	Observe and recognize that water evaporates over time.
<a href="#">SC.5.E.7.Pa.2:</a>	Recognize that wet things will dry when they are left in the air.

Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

[SC.5.E.7.3:](#)

<b>Remarks/Examples:</b> Annually assessed on Grade 5 Science FCAT 2.0. Also assesses <a href="#">SC.5.E.7.4</a> , <a href="#">SC.5.E.7.5</a> , and <a href="#">SC.5.E.7.6</a> .
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### Related Access Points

Name	Description
<a href="#">SC.5.E.7.In.3:</a>	Identify elements that make up weather, including temperature, precipitation, and wind speed and direction.
<a href="#">SC.5.E.7.Su.3:</a>	Recognize elements of weather, including temperature, precipitation, and wind.
<a href="#">SC.5.E.7.Pa.3:</a>	Recognize the weather conditions including hot/cold and raining/not raining during the day.

[SC.5.E.7.4:](#)

Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

### Related Access Points

Name	Description
<a href="#">SC.5.E.7.In.4:</a>	Describe types of precipitation, including rain, snow, and hail.
<a href="#">SC.5.E.7.Su.4:</a>	Identify different types of precipitation, including rain and snow.
<a href="#">SC.5.E.7.Pa.3:</a>	Recognize the weather conditions including hot/cold and raining/not raining during the day.

[SC.5.E.7.5:](#)

Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

#### Related Access Points

Name	Description
<a href="#">SC.5.E.7.In.5:</a>	Recognize weather-related differences in environments, such as swamps and deserts.
<a href="#">SC.5.E.7.Su.5:</a>	Match specific weather conditions with different locations.
<a href="#">SC.5.E.7.Pa.3:</a>	Recognize the weather conditions including hot/cold and raining/not raining during the day.

[SC.5.E.7.6:](#)

Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

#### Related Access Points

Name	Description
<a href="#">SC.5.E.7.In.6:</a>	Identify features of weather in different climate zones, such as tropical and polar.
<a href="#">SC.5.E.7.Su.5:</a>	Match specific weather conditions with different locations.
<a href="#">SC.5.E.7.Pa.3:</a>	Recognize the weather conditions including hot/cold and raining/not raining during the day.

[SC.5.E.7.7:](#)

Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.

#### Related Access Points

Name	Description
<a href="#">SC.5.E.7.In.7:</a>	Identify emergency plans and procedures for severe weather.
<a href="#">SC.5.E.7.Su.6:</a>	Identify what to do in severe weather.
<a href="#">SC.5.E.7.Pa.4:</a>	Recognize examples of severe weather conditions.

Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

[SC.5.L.14.1:](#)

**Remarks/Examples:**  
Muscles and skeleton are not organs in the human body and should be referred to as the muscular and skeletal systems and the function of the muscles and skeleton. Integrate HE.5.C.1.6.Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. Annually assessed on Grade 5 Science FCAT 2.0 (human body systems are not assessed through this benchmark).

#### Related Access Points

Name	Description
<a href="#">SC.5.L.14.In.1:</a>	Distinguish major external and internal body parts, including skin, brain, heart, lungs, stomach, muscles and skeleton, reproductive organs, and sensory organs.
<a href="#">SC.5.L.14.Su.1:</a>	Identify major external and internal body parts, including skin, brain, heart, lungs, stomach, and sensory organs.
<a href="#">SC.5.L.14.Pa.1:</a>	Recognize body parts related to movement and the five senses.

Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

[SC.5.L.14.2:](#)

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.15.1](#) and [SC.3.L.15.2](#).

#### Related Access Points

Name	Description
<a href="#">SC.5.L.14.Su.2:</a>	Recognize the functions of the major parts of plants and animals.
<a href="#">SC.5.L.14.Pa.2:</a>	Observe plants and animals and recognize how they are alike in the way they look.

[SC.5.L.15.1:](#)

Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

#### Related Access Points

Name	Description
<a href="#">SC.5.L.15.In.1:</a>	Identify ways that plants and animals can be affected by changes in their habitats, such as lack of food or water, disease, or reduced space.
<a href="#">SC.5.L.15.Su.1:</a>	Recognize ways that plants and animals can be affected by changes in their habitats, such as lack of food or water.
<a href="#">SC.5.L.15.Pa.1:</a>	Recognize what happens when plants don't get water.

Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

[SC.5.L.17.1:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.17.1](#), [SC.4.L.16.2](#), [SC.4.L.16.3](#), [SC.4.L.17.1](#), [SC.4.L.17.4](#), and [SC.5.L.15.1](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.L.17.In.1:</a>	Identify features of common plants and animals that enable them to survive in different habitats (environments).
<a href="#">SC.5.L.17.Su.1:</a>	Recognize that many different kinds of living things are found in different habitats.
<a href="#">SC.5.L.17.Pa.1:</a>	Match common living things with their habitats.

Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

**Remarks/Examples:**

Design and evaluate a written procedure or experimental setup. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.N.1.1](#), [SC.4.N.1.1](#), [SC.4.N.1.6](#), [SC.5.N.1.2](#), and [SC.5.N.1.4](#).

[SC.5.N.1.1:](#)

Florida Standards Connections: [LAFS.5.RI.1.3](#). Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [LAFS.5.W.3.8](#). Recall relevant information from experiences or gather relevant information from print and digital sources summarize or paraphrase information in notes and finished work, and provide a list of sources. [MAFS.5.MD.2.2](#). Represent and interpret data. MAFS.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.1:</a>	Ask a question about the natural world, use selected reference materials to find information, work with others to carry out a simple experiment, and share results.
<a href="#">SC.5.N.1.Su.1:</a>	Ask questions about the natural world, use selected materials to find information, observe, and identify answers to the question.
<a href="#">SC.5.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to respond to a question about the natural world.

Explain the difference between an experiment and other types of scientific investigation.

**Remarks/Examples:**

Explain that an investigation is observing the natural world, without interference, and an experiment involves variables (independent/test and dependent/ outcome) and establishes cause-effect relationships (Schwartz, 2007).

[SC.5.N.1.2:](#)

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.2:</a>	Identify the basic purpose of an experiment.
<a href="#">SC.5.N.1.Su.2:</a>	Identify the result of a simple experiment.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Recognize and explain the need for repeated experimental trials.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

[SC.5.N.1.3:](#)

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.3:</a>	Recognize that experiments may include activities that are repeated.
<a href="#">SC.5.N.1.Su.3:</a>	Recognize that experiments can be repeated with other groups.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Identify a control group and explain its importance in an experiment.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

[SC.5.N.1.4:](#)

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.3:</a>	Recognize that experiments may include activities that are repeated.
<a href="#">SC.5.N.1.Su.3:</a>	Recognize that experiments can be repeated with other groups.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

[SC.5.N.1.5:](#)

### Related Access Points

Name	Description
<a href="#">SC.5.N.1.In.4:</a>	Recognize that scientists use various methods to perform investigations, such as reviewing work of other scientists, making observations, and conducting experiments.
<a href="#">SC.5.N.1.Su.4:</a>	Recognize ways that scientific evidence can be collected, such as by observing or measuring.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

[SC.5.N.1.6:](#)

Recognize and explain the difference between personal opinion/interpretation and verified observation.

### Related Access Points

Name	Description
<a href="#">SC.5.N.1.In.5:</a>	Determine whether descriptions of observations are based on fact or personal belief.
<a href="#">SC.5.N.1.Su.5:</a>	Recognize facts about a scientific observation.
<a href="#">SC.5.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to respond to a question about the natural world.

Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

[SC.5.N.2.1:](#)

**Remarks/Examples:**  
 Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.N.1.7](#), [SC.4.N.1.3](#), [SC.4.N.1.7](#), [SC.5.N.1.5](#), and [SC.5.N.1.6](#).  
 Florida Standards Connections: [LAFS.5.W.3.9](#). Draw evidence from literary or informational texts to support analysis, reflection, and research.  
 Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

### Related Access Points

Name	Description
<a href="#">SC.5.N.2.In.1:</a>	Identify that science knowledge is based on observations and evidence.
<a href="#">SC.5.N.2.Su.1:</a>	Recognize that science knowledge is based on careful observations.
<a href="#">SC.5.N.2.Pa.1:</a>	Recognize the importance of making careful observations.

Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.

[SC.5.N.2.2:](#)

**Remarks/Examples:**  
 Remarks/Examples: Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.N.1.2](#), [SC.3.N.1.5](#), [SC.4.N.1.2](#), [SC.4.N.1.5](#), and [SC.5.N.1.3](#).  
 Florida Standards Connections: [LAFS.5.SL.1.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  
 Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

### Related Access Points

Name	Description
<a href="#">SC.5.N.2.In.2:</a>	Recognize that experiments involve procedures that can be repeated the same way by others.
<a href="#">SC.5.N.2.Su.2:</a>	Recognize the importance of following correct procedures when carrying out science experiments.
<a href="#">SC.5.N.2.Pa.2:</a>	Recognize that a common activity can be repeated.

Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

[SC.5.P.10.1:](#)

**Remarks/Examples:**  
 Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.10.1](#), [SC.3.P.10.3](#), [SC.3.P.10.4](#), [SC.3.P.11.1](#), [SC.3.P.11.2](#), [SC.4.P.10.1](#), and [SC.4.P.10.3](#).

### Related Access Points

Name	Description
<a href="#">SC.5.P.10.In.1:</a>	Identify forms of energy, including heat, light, sound, electrical, and mechanical.
<a href="#">SC.5.P.10.Su.1:</a>	Recognize uses of electrical energy (popcorn popper, vacuum cleaner), heat energy (grill, heater), light energy (sunlight, flashlight), and mechanical energy (bicycle).
<a href="#">SC.5.P.10.Pa.1:</a>	Recognize a source of light energy (Sun, light bulb).

Investigate and explain that energy has the ability to cause motion or create change.

[SC.5.P.10.2:](#)

**Remarks/Examples:**  
 Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.10.2](#), [SC.4.P.10.2](#), and [SC.4.P.10.4](#).

### Related Access Points

Name	Description
<a href="#">SC.5.P.10.In.2:</a>	Identify ways energy can cause things to move or create changes.
<a href="#">SC.5.P.10.Su.2:</a>	Recognize that energy is required to cause motion.
<a href="#">SC.5.P.10.Pa.2:</a>	Initiate a change in the motion of an object.

[SC.5.P.10.3:](#)

Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.

#### Related Access Points

Name	Description
<a href="#">SC.5.P.10.In.3:</a>	Identify that electrically charged materials will pull (attract) other materials.
<a href="#">SC.5.P.10.Su.3:</a>	Recognize that electrically charged materials will pull (attract) other materials.
<a href="#">SC.5.P.10.Pa.3:</a>	Demonstrate pushing away (repulsion) and pulling (attraction).

Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.

[SC.5.P.10.4:](#)

#### Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.E.6.1](#), [SC.4.P.11.1](#), [SC.4.P.11.2](#), [SC.5.P.10.3](#), [SC.5.P.11.1](#), and [SC.5.P.11.2](#).

#### Related Access Points

Name	Description
<a href="#">SC.5.P.10.In.4:</a>	Demonstrate that electricity can produce heat, light, and sound.
<a href="#">SC.5.P.10.Su.4:</a>	Recognize examples of electricity as a producer of heat, light, and sound.
<a href="#">SC.5.P.10.Pa.4:</a>	Identify one source of sound, heat, or light that uses electricity.

[SC.5.P.11.1:](#)

Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).

#### Related Access Points

Name	Description
<a href="#">SC.5.P.11.In.1:</a>	Identify the power source and wires (conductors) in an electrical circuit.
<a href="#">SC.5.P.11.Su.1:</a>	Recognize the power source in an electrical circuit.
<a href="#">SC.5.P.11.Pa.1:</a>	Recognize that electrical systems must be turned on (closed) in order to work.

[SC.5.P.11.2:](#)

Identify and classify materials that conduct electricity and materials that do not.

#### Related Access Points

Name	Description
<a href="#">SC.5.P.11.In.2:</a>	Identify materials that conduct electricity.
<a href="#">SC.5.P.11.Su.2:</a>	Recognize a material that conducts electricity.
<a href="#">SC.5.P.11.Pa.1:</a>	Recognize that electrical systems must be turned on (closed) in order to work.

[SC.5.P.13.1:](#)

Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.

#### Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.E.5.4](#) and [SC.4.P.8.4](#).

#### Related Access Points

Name	Description
<a href="#">SC.5.P.13.In.1:</a>	Distinguish between movement of an object caused by gravity and movement caused by pushes and pulls.
<a href="#">SC.5.P.13.Su.1:</a>	Recognize that gravity causes an object to move.
<a href="#">SC.5.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move.

[SC.5.P.13.2:](#)

Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.

#### Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.P.12.1](#), [SC.4.P.12.2](#), [SC.5.P.13.3](#), and [SC.5.P.13.4](#).

#### Related Access Points

Name	Description
<a href="#">SC.5.P.13.In.2:</a>	Identify that heavier objects take more force to move than lighter ones.
<a href="#">SC.5.P.13.Su.2:</a>	Recognize that a heavier object is harder to move than a light one.
<a href="#">SC.5.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move.

[SC.5.P.13.3:](#)

Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.

#### Related Access Points

Name	Description
<a href="#">SC.5.P.13.In.2:</a>	Identify that heavier objects take more force to move than lighter ones.
<a href="#">SC.5.P.13.Su.2:</a>	Recognize that a heavier object is harder to move than a light one.
<a href="#">SC.5.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move.

[SC.5.P.13.4:](#)

Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.

#### Related Access Points

Name	Description
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<a href="#">SC.5.P.13.In.3:</a>	Identify that an opposing force (push or pull) is needed to prevent an object from moving.
<a href="#">SC.5.P.13.Su.3:</a>	Recognize the source of a force (push or pull) used to stop an object from moving.
<a href="#">SC.5.P.13.Pa.2:</a>	Recognize a way to stop an object from moving.

Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.

[SC.5.P.8.1:](#)

**Remarks/Examples:**  
Investigate the concept of weight versus mass of an object. Discuss why mass (not weight) is used to compare properties of solids, liquids and gases. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.8.1](#), [SC.3.P.8.2](#), [SC.3.P.8.3](#), and [SC.4.P.8.1](#).  
MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.5.P.8.In.1:</a>	Identify basic properties of solids, liquids, and gases, such as color, texture, and temperature.
<a href="#">SC.5.P.8.Su.1:</a>	Identify the basic properties of solids and liquids, such as color, texture, and temperature.
<a href="#">SC.5.P.8.Pa.1:</a>	Distinguish between water as a solid or liquid.

[SC.5.P.8.2:](#)

Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.

**Related Access Points**

Name	Description
<a href="#">SC.5.P.8.In.2:</a>	Identify examples of materials that will dissolve in water and those that will not.
<a href="#">SC.5.P.8.Su.2:</a>	Recognize examples of materials that will dissolve in water.
<a href="#">SC.5.P.8.Pa.2:</a>	Recognize a common substance that dissolves in water.

[SC.5.P.8.3:](#)

Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.5.P.8.2](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.P.8.In.3:</a>	Identify the observable properties of the parts of a mixture, such as the particle size, shape, and color.
<a href="#">SC.5.P.8.Su.3:</a>	Identify the separate parts of a mixture by color or shape.
<a href="#">SC.5.P.8.Pa.3:</a>	Separate a group of objects into its parts.

[SC.5.P.8.4:](#)

Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.

**Remarks/Examples:**  
Recognize that matter is composed of atoms.

**Related Access Points**

Name	Description
<a href="#">SC.5.P.8.In.4:</a>	Recognize that materials are made of very small parts that cannot be seen without a magnifying glass or a microscope.
<a href="#">SC.5.P.8.Su.4:</a>	Use a magnifying tool to see small parts of an object.
<a href="#">SC.5.P.8.Pa.3:</a>	Separate a group of objects into its parts.

[SC.5.P.9.1:](#)

Investigate and describe that many physical and chemical changes are affected by temperature.

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.9.1](#) and [SC.4.P.9.1](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.P.9.In.1:</a>	Observe and identify that heating and cooling can change the properties of materials.
<a href="#">SC.5.P.9.Su.1:</a>	Recognize changes in properties of materials caused by heating or cooling.
<a href="#">SC.5.P.9.Pa.1:</a>	Recognize that freezing changes water to ice.

There are more than 487 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12872>



# Access Social Studies - Kindergarten (#7721011)

{ [Social Studies - Grade Kindergarten - 5021020](#) }

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<b>Course Number:</b> 7721011	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SOC ST - K
<b>Course Type:</b> Core	
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> K	
<b>NCLB?</b> Yes	
	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K.12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">ELD.K.12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.								
<a href="#">HE.K.C.2.4:</a>	<p>Explain the importance of rules to maintain health.</p> <p><b>Remarks/Examples:</b> Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.K.C.2.In.d:</a></td> <td>Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.</td> </tr> <tr> <td><a href="#">HE.K.C.2.Su.d:</a></td> <td>Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.</td> </tr> <tr> <td><a href="#">HE.K.C.2.Pa.d:</a></td> <td>Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.K.C.2.In.d:</a>	Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.	<a href="#">HE.K.C.2.Su.d:</a>	Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.	<a href="#">HE.K.C.2.Pa.d:</a>	Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.
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<a href="#">LAFS.K.RI.1.AP.1b:</a>	With prompting and support, ask questions about key details in a text.								
<a href="#">LAFS.K.RI.1.2:</a>	With prompting and support, identify the main topic and retell key details of a text.								

### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.2a:</a>	Discuss key details and main topic of a preferred text.
<a href="#">LAFS.K.RI.1.AP.2b:</a>	With prompting and support, identify the main topic.
<a href="#">LAFS.K.RI.1.AP.2c:</a>	With prompting and support, retell/identify key details in a text.

[LAFS.K.RI.1.3:](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.3a:</a>	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information.

[LAFS.K.RI.2.4:](#) With prompting and support, ask and answer questions about unknown words in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.2.AP.4a:</a>	Ask questions about unknown words in a text.
<a href="#">LAFS.K.RI.2.AP.4b:</a>	Answer questions about unknown words in a text.

[LAFS.K.RI.3.7:](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.3.AP.7a:</a>	Identify a labeled photo, diagram or graphic from within an informational text.
<a href="#">LAFS.K.RI.3.AP.7b:</a>	With prompting and support, interpret the information provided in photos, diagrams or graphics and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

[LAFS.K.RI.3.8:](#) With prompting and support, identify the reasons an author gives to support points in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.3.AP.8a:</a>	With prompting and support, identify the facts an author gives to support points in a text.

[LAFS.K.RI.4.10:](#) Actively engage in group reading activities with purpose and understanding.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.K.RI.4.AP.10c:</a>	Engage in group reading of informational text by sharing something learned or something enjoyed.

[LAFS.K.SL.1.1:](#) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
b. Continue a conversation through multiple exchanges.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[LAFS.K.SL.1.2:](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.2a:</a>	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.AP.2b:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

[LAFS.K.SL.1.3:](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.3a:</a>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.SL.2.AP.4a:</a>	Describe familiar people, places, things and events orally or in writing.
<a href="#">LAFS.K.SL.2.AP.4b:</a>	With prompting and support, provide additional details to the description or drawings of familiar people, places, things and events.
<a href="#">LAFS.K.SL.2.AP.4c:</a>	Present, orally or in writing, factual information of familiar people, places, things and events.
<a href="#">LAFS.K.SL.2.AP.4d:</a>	Describe a single event or a series of events using drawings or simple sentences.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.W.1.AP.2a:</a>	With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.
<a href="#">LAFS.K.W.1.AP.2b:</a>	Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).
<a href="#">LAFS.K.W.1.AP.2c:</a>	Organize information on a topic that includes two pieces of relevant content.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.W.1.AP.3a:</a>	Use a combination of drawing, dictating and writing when generating story ideas in response to a topic, text or stimulus (e.g., event, photo, text, daily writing log).
<a href="#">LAFS.K.W.1.AP.3b:</a>	Write, dictate or draw about an event.
<a href="#">LAFS.K.W.1.AP.3c:</a>	Describe a single event or a series of events using drawings or simple sentences.

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<a href="#">LAFS.K.W.2.AP.5b:</a>	With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.K.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Develop an understanding of how to use and create a timeline.

[SS.K.A.1.1:](#)

**Remarks/Examples:**  
May include, but are not limited to: Put in order three things that happened during the school day.

**Related Access Points**

Name	Description
<a href="#">SS.K.A.1.In.a:</a>	Sequence three events using a simple timeline, such as events in the school day and at home.
<a href="#">SS.K.A.1.Su.a:</a>	Sequence two events in the school day to show which comes first.
<a href="#">SS.K.A.1.Pa.a:</a>	Recognize the next step in a sequenced activity.

Develop an awareness of a primary source.

[SS.K.A.1.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.

**Related Access Points**

Name	Description
<a href="#">SS.K.A.1.In.b:</a>	Examine primary sources, such as photographs or paintings of a famous person.
<a href="#">SS.K.A.1.Su.b:</a>	Examine a primary source, such as a photograph.
<a href="#">SS.K.A.1.Pa.b:</a>	Associate a photograph or object with a person or event.

Compare children and families of today with those in the past.

[SS.K.A.2.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, family life now versus family life when grandparents were young.

**Related Access Points**

Name	Description
<a href="#">SS.K.A.2.In.a:</a>	Recognize items from the present and the past, such as clothing and transportation.
<a href="#">SS.K.A.2.Su.a:</a>	Recognize clothing from the present and the past.
<a href="#">SS.K.A.2.Pa.a:</a>	Recognize a family member.

Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

[SS.K.A.2.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, federal holidays and ethnic celebrations..

**Related Access Points**

Name	Description
<a href="#">SS.K.A.2.In.b:</a>	Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.
<a href="#">SS.K.A.2.Su.b:</a>	Recognize a national holiday or celebration, such as Thanksgiving or birthdays.
<a href="#">SS.K.A.2.Pa.b:</a>	Associate a celebration with an event, such as a birthday or holiday.

Compare our nation's holidays with holidays of other cultures.

[SS.K.A.2.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, National holidays are different in other countries.

**Related Access Points**

Name	Description
<a href="#">SS.K.A.2.In.c:</a>	Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.
<a href="#">SS.K.A.2.Su.c:</a>	Recognize a national holiday or celebration, such as Thanksgiving or birthdays.
<a href="#">SS.K.A.2.Pa.c:</a>	Associate a celebration with an event, such as a birthday or holiday.

Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

[SS.K.A.2.4:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.

**Related Access Points**

Name	Description
<a href="#">SS.K.A.2.In.d:</a>	Identify an act of bravery or honesty in stories about someone from the past, such as George Washington.
<a href="#">SS.K.A.2.Su.d:</a>	Recognize a person who showed bravery in stories about the past.
<a href="#">SS.K.A.2.Pa.d:</a>	Recognize a person in a story.

Recognize the importance of U.S. symbols.

[SS.K.A.2.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.

**Related Access Points**

Name	Description
<a href="#">SS.K.A.2.In.e:</a>	Recognize United States symbols, such as the American flag and bald eagle.
<a href="#">SS.K.A.2.Su.e:</a>	Recognize a United States symbol, such as the American flag or bald eagle.
<a href="#">SS.K.A.2.Pa.e:</a>	Recognize a patriotic song.

Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

[SS.K.A.3.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.

**Related Access Points**

Name	Description
<a href="#">SS.K.A.3.In.a:</a>	Identify concepts of time using words, such as before, after, morning, afternoon, day, and night.
<a href="#">SS.K.A.3.Su.a:</a>	Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night.
<a href="#">SS.K.A.3.Pa.a:</a>	Associate daytime with a common activity, such as getting dressed.

[SS.K.A.3.2:](#)

Explain that calendars represent days of the week and months of the year.

**Related Access Points**

Name	Description
<a href="#">SS.K.A.3.In.b:</a>	Identify that the numbers on a calendar represent the date of the month.
<a href="#">SS.K.A.3.Su.b:</a>	Recognize a calendar.
<a href="#">SS.K.A.3.Pa.b:</a>	Associate an object or picture with a daily event, such as story time.

Define and give examples of rules and laws, and why they are important.

[SS.K.C.1.1:](#)

**Remarks/Examples:**

Examples are standing in line at school and wearing a bike helmet.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.1.In.a:</a>	Identify a classroom rule.
<a href="#">SS.K.C.1.Su.a:</a>	Recognize a classroom rule.
<a href="#">SS.K.C.1.Pa.a:</a>	Associate a simple rule with a behavior in the classroom.

Explain the purpose and necessity of rules and laws at home, school, and community.

[SS.K.C.1.2:](#)

**Remarks/Examples:**

Examples are attending school and wearing a seat belt.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.1.In.b:</a>	Identify reasons for having rules at home and in the classroom.
<a href="#">SS.K.C.1.Su.b:</a>	Recognize reasons for having rules at home and in the classroom.
<a href="#">SS.K.C.1.Pa.b:</a>	Associate a simple rule with a behavior in the classroom.

Demonstrate the characteristics of being a good citizen.

[SS.K.C.2.1:](#)

**Remarks/Examples:**

Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.2.In.a:</a>	Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.
<a href="#">SS.K.C.2.Su.a:</a>	Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing.
<a href="#">SS.K.C.2.Pa.a:</a>	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.

[SS.K.C.2.2:](#)

Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.2.In.b:</a>	Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns.

[SS.K.C.2.Su.b:](#) Recognize a way to avoid conflicts with friends, such as by sharing.

[SS.K.C.2.Pa.b:](#) Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.

Describe fair ways for groups to make decisions.

[SS.K.C.2.3:](#)

**Remarks/Examples:**

Examples are voting, taking turns, and coming to an agreement.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.2.In.c:</a>	Identify fair ways to make a decision, such as listening to other opinions or voting.
<a href="#">SS.K.C.2.Su.c:</a>	Recognize a fair way to make a decision, such as raising hands or taking turns.
<a href="#">SS.K.C.2.Pa.c:</a>	Associate making decisions with choices.

Describe different kinds of jobs that people do and the tools or equipment used.

[SS.K.E.1.1:](#)

**Remarks/Examples:**

Examples are community helpers, firefighter and fire truck).

**Related Access Points**

Name	Description
<a href="#">SS.K.E.1.In.a:</a>	Identify school and community workers, such as teachers, police, and firefighters.
<a href="#">SS.K.E.1.Su.a:</a>	Recognize a community worker, such as a police officer or firefighter.
<a href="#">SS.K.E.1.Pa.a:</a>	Recognize a school worker, such as a teacher or bus driver.

Recognize that United States currency comes in different forms.

[SS.K.E.1.2:](#)

**Remarks/Examples:**

Examples are coins and bills.

**Related Access Points**

Name	Description
<a href="#">SS.K.E.1.In.b:</a>	Recognize forms of money, such as coins and bills.
<a href="#">SS.K.E.1.Su.b:</a>	Recognize an example of money, such as a coin or bill.
<a href="#">SS.K.E.1.Pa.b:</a>	Recognize differences in the appearance of coins.

[SS.K.E.1.3:](#)

Recognize that people work to earn money to buy things they need or want.

**Related Access Points**

Name	Description
<a href="#">SS.K.E.1.In.c:</a>	Recognize that people use money to buy things they need in stores.
<a href="#">SS.K.E.1.Su.c:</a>	Recognize an example of a place to buy food, such as a grocery store or restaurant.
<a href="#">SS.K.E.1.Pa.c:</a>	Recognize a desired item or activity.

Identify the difference between basic needs and wants.

[SS.K.E.1.4:](#)

**Remarks/Examples:**

Examples of needs are clothing and shelter and examples of wants are video games and toys.

**Related Access Points**

Name	Description
<a href="#">SS.K.E.1.In.d:</a>	Identify basic needs, such as food and clothing.
<a href="#">SS.K.E.1.Su.d:</a>	Recognize basic needs, such as food and clothing.
<a href="#">SS.K.E.1.Pa.d:</a>	Recognize a basic need, such as food or clothing.

Describe the relative location of people, places, and things by using positional words.

[SS.K.G.1.1:](#)

**Remarks/Examples:**

Examples are near/far; above/below, left/right and behind/front.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.1.In.a:</a>	Identify the relative location of an object by using positional words, such as up/down and top/bottom.
<a href="#">SS.K.G.1.Su.a:</a>	Identify the relative location of an object as up or down.
<a href="#">SS.K.G.1.Pa.a:</a>	Recognize the location of an object or person.

[SS.K.G.1.2:](#)

Explain that maps and globes help to locate different places and that globes are a model of the Earth.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.1.In.b:</a>	Recognize a map as a drawing of a place.
<a href="#">SS.K.G.1.Su.b:</a>	Recognize a picture of a location.

[SS.K.G.1.Pa.b:](#)

Associate a picture with a place.

[SS.K.G.1.3:](#)

Identify cardinal directions (north, south, east, west).

**Related Access Points**

Name	Description
<a href="#">SS.K.G.1.In.c:</a>	Recognize selected cardinal directions on a map.
<a href="#">SS.K.G.1.Su.c:</a>	Recognize directions in which objects and people move.
<a href="#">SS.K.G.1.Pa.c:</a>	Track movement in different directions.

Differentiate land and water features on simple maps and globes.

[SS.K.G.1.4:](#)

**Remarks/Examples:**  
Examples are blue is water and green/brown is land.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.1.In.d:</a>	Recognize a water feature on a map or globe.
<a href="#">SS.K.G.1.Su.d:</a>	Recognize a water feature in a picture of a location.
<a href="#">SS.K.G.1.Pa.d:</a>	Associate a picture with a place.

Locate and describe places in the school and community.

[SS.K.G.2.1:](#)

**Remarks/Examples:**  
Examples are the cafeteria, library, office, restrooms, and classroom.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.2.In.a:</a>	Identify a place in the classroom or school.
<a href="#">SS.K.G.2.Su.a:</a>	Recognize a place in the classroom or school.
<a href="#">SS.K.G.2.Pa.a:</a>	Associate a place with a person or activity in the classroom or school.

[SS.K.G.2.2:](#)

Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.2.In.b:</a>	Identify features of own home, such as home is where I live and it is on a street.
<a href="#">SS.K.G.2.Su.b:</a>	Recognize a feature of own home, such as home is where I live.
<a href="#">SS.K.G.2.Pa.b:</a>	Associate own home with a person or object.

Identify basic landforms.

[SS.K.G.3.1:](#)

**Remarks/Examples:**  
Examples are hills, forests, wetlands, and coasts.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.3.In.a:</a>	Recognize basic landforms, such as hills and forests.
<a href="#">SS.K.G.3.Su.a:</a>	Recognize a basic landform, such as hills or forests.
<a href="#">SS.K.G.3.Pa.a:</a>	Associate land with grass, dirt, or trees.

Identify basic bodies of water.

[SS.K.G.3.2:](#)

**Remarks/Examples:**  
Examples are rivers, lakes, oceans, and gulfs.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.3.In.b:</a>	Recognize basic bodies of water in the local environment, such as a river and lake.
<a href="#">SS.K.G.3.Su.b:</a>	Recognize a basic body of water in the local environment.
<a href="#">SS.K.G.3.Pa.b:</a>	Recognize water in the environment.

[SS.K.G.3.3:](#)

Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.3.In.c:</a>	Recognize types of weather and a way weather affects people.
<a href="#">SS.K.G.3.Su.c:</a>	Recognize a type of weather and a way weather affects people.
<a href="#">SS.K.G.3.Pa.c:</a>	Associate a type of weather with its effect on people.

There are more than 123 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12873>



# Access Social Studies - Grade 1 (#7721012)

{ [Social Studies - Grade 1 - 5021030](#) }

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<b>Course Number:</b> 7721012	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SOC ST - 1
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 1	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.								
<a href="#">HE.K.C.2.4:</a>	<p>Explain the importance of rules to maintain health.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.</p> </div> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.K.C.2.In.d:</a></td> <td>Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.</td> </tr> <tr> <td><a href="#">HE.K.C.2.Su.d:</a></td> <td>Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.</td> </tr> <tr> <td><a href="#">HE.K.C.2.Pa.d:</a></td> <td>Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.K.C.2.In.d:</a>	Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.	<a href="#">HE.K.C.2.Su.d:</a>	Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.	<a href="#">HE.K.C.2.Pa.d:</a>	Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.
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<a href="#">HE.K.C.2.Pa.d:</a>	Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.								
<a href="#">LAFS.1.RI.1.1:</a>	Ask and answer questions about key details in a text.								
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[LAFS.1.RI.1.2:](#)

Identify the main topic and retell key details of a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.1.AP.2a:</a>	Discuss key details and the main topic of a preferred text.
<a href="#">LAFS.1.RI.1.AP.2b:</a>	Identify the main topic of an informational text.
<a href="#">LAFS.1.RI.1.AP.2c:</a>	Retell/identify key details in an informational text.

[LAFS.1.RI.1.3:](#)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.1.AP.3a:</a>	Describe the connection between two individuals in a text.
<a href="#">LAFS.1.RI.1.AP.3b:</a>	Describe the connection between events in a text.
<a href="#">LAFS.1.RI.1.AP.3c:</a>	Describe the connection between pieces of information in a text.

[LAFS.1.RI.2.4:](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4c:</a>	Ask questions to help determine or clarify the meaning of phrases in a text.
<a href="#">LAFS.1.RI.2.AP.4d:</a>	Answer questions to help determine or clarify the meaning of phrases in a text.

[LAFS.1.RI.2.5:](#)

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.2.AP.5a:</a>	Identify text features to aid comprehension.
<a href="#">LAFS.1.RI.2.AP.5b:</a>	Use text features to aid comprehension.
<a href="#">LAFS.1.RI.2.AP.5c:</a>	Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.

[LAFS.1.RI.2.6:](#)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.2.AP.6a:</a>	Identify the information provided by pictures or other illustrations in a text.
<a href="#">LAFS.1.RI.2.AP.6b:</a>	Identify the information provided by words in a text.
<a href="#">LAFS.1.RI.2.AP.6c:</a>	Compare and contrast the information provided by pictures or other illustrations in a text.
<a href="#">LAFS.1.RI.2.AP.6d:</a>	Compare and contrast the information provided by words in a text.

[LAFS.1.RI.3.7:](#)

Use the illustrations and details in a text to describe its key ideas.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.3.AP.7a:</a>	Use the photos, diagrams or graphics in a text to describe or identify its key ideas.
<a href="#">LAFS.1.RI.3.AP.7b:</a>	Use the details in a text to describe its key ideas.

[LAFS.1.RI.3.8:](#)

Identify the reasons an author gives to support points in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.3.AP.8a:</a>	Identify the facts and details an author gives to support points in a text.

[LAFS.1.RI.3.9:](#)

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.3.AP.9a:</a>	Identify basic similarities in two texts on the same topic (e.g., in illustrations, descriptions or procedures).
<a href="#">LAFS.1.RI.3.AP.9b:</a>	Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

[LAFS.1.RI.4.10:](#)

With prompting and support, read informational texts appropriately complex for grade 1.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.4.AP.10a:</a>	Choose text of increasing complexity to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

[LAFS.1.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<a href="#">LAFS.1.SL.1.AP.1b:</a>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<a href="#">LAFS.1.SL.1.AP.1c:</a>	Ask questions to clear up any confusion about the topics or texts under discussion.

[LAFS.1.SL.1.2:](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts or topics presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2b:</a>	Answer questions about key details in a story (e.g., who, what, when, where, why) or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2c:</a>	Ask questions about key details in a story or information presented orally or through other media.

[LAFS.1.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.1.SL.1.AP.3b:</a>	Answer questions about what a speaker says.

[LAFS.1.SL.2.4:](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.2.AP.4a:</a>	Retell a text, including key details.
<a href="#">LAFS.1.SL.2.AP.4b:</a>	Describe factual information about people, places, things and events with relevant details orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4c:</a>	Present, orally or in writing, factual information of familiar people, places, things and events describing subtopics of larger topics.
<a href="#">LAFS.1.SL.2.AP.4d:</a>	Describe ideas about familiar people, places, things and events with details orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4e:</a>	Describe people, places, things and events with relevant details.
<a href="#">LAFS.1.SL.2.AP.4f:</a>	Describe a single event or a series of events that includes details about what happened orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4g:</a>	Describe familiar people, places, things and events with details orally or in writing.

[LAFS.1.W.1.1:](#)

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.W.1.AP.1a:</a>	Use descriptions and details of familiar people, places, things and events to support an opinion.
<a href="#">LAFS.1.W.1.AP.1b:</a>	Write, draw or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.
<a href="#">LAFS.1.W.1.AP.1c:</a>	Organize an opinion piece starting with a topical or opinion statement followed by reasons.
<a href="#">LAFS.1.W.1.AP.1d:</a>	Write an opinion piece that includes a sense of closure.

[LAFS.1.W.1.2:](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.W.1.AP.2a:</a>	Write simple statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.1.W.1.AP.2b:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.1.W.1.3:](#)

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.W.1.AP.3a:</a>	Describe orally or in writing a single event or a series of events that includes details about what happened.
<a href="#">LAFS.1.W.1.AP.3b:</a>	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
<a href="#">LAFS.1.W.1.AP.3c:</a>	Write a narrative that includes a sense of closure.

[LAFS.1.W.2.5:](#)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

## Related Access Points

Name	Description
<a href="#">LAFS.1.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.
<a href="#">LAFS.1.W.2.AP.5b:</a>	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.1.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<a href="#">LAFS.1.W.2.AP.5d:</a>	With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.
<a href="#">LAFS.1.W.2.AP.5e:</a>	With guidance and support from adults, work with a peer to evaluate a permanent product.

[LAFS.1.W.2.6:](#)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## Related Access Points

Name	Description
<a href="#">LAFS.1.W.2.AP.6a:</a>	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
<a href="#">LAFS.1.W.2.AP.6b:</a>	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.

[LAFS.1.W.3.7:](#)

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

## Related Access Points

Name	Description
<a href="#">LAFS.1.W.3.AP.7a:</a>	Participate in shared research to gather information about a topic (e.g., drawings, visual displays, labels).
<a href="#">LAFS.1.W.3.AP.7b:</a>	Participate in a shared writing project to produce a product to represent the group's research.
<a href="#">LAFS.1.W.3.AP.7c:</a>	Generate ideas and/or opinions when participating in shared writing projects.

[LAFS.1.W.3.8:](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Related Access Points

Name	Description
<a href="#">LAFS.1.W.3.AP.8a:</a>	With guidance and support from adults, recall information from experiences to answer a question.
<a href="#">LAFS.1.W.3.AP.8b:</a>	Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).
<a href="#">LAFS.1.W.3.AP.8c:</a>	Use illustrations and details in a text to obtain facts and compose information on a topic.

## Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

## Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

## Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

## Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,

[MAFS.K12.MP.6.1:](#)

express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Develop an understanding of a primary source.

[SS.1.A.1.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.1.In.a:</a>	Identify a primary source, such as pictures or artifacts.
<a href="#">SS.1.A.1.Su.a:</a>	Recognize a primary source, such as pictures or artifacts.
<a href="#">SS.1.A.1.Pa.a:</a>	Recognize an object or photograph related to a person or event.

Understand how to use the media center/other sources to find answers to questions about a historical topic.

[SS.1.A.1.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, databases, audio or video recordings, and books.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.1.In.b:</a>	Locate information in pictures or print about a historical topic.
<a href="#">SS.1.A.1.Su.b:</a>	Use pictures to answer a question about a historical topic.
<a href="#">SS.1.A.1.Pa.b:</a>	Recognize a person as a source of information.

[SS.1.A.2.1:](#)

Understand history tells the story of people and events of other times and places.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.2.In.a:</a>	Recognize examples of people and events from other times in stories.
<a href="#">SS.1.A.2.Su.a:</a>	Recognize a story about someone living in a different time.
<a href="#">SS.1.A.2.Pa.a:</a>	Recognize a past event.

Compare life now with life in the past.

[SS.1.A.2.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, comparing school, families, work, and community life.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.2.In.b:</a>	Recognize examples of daily life that are different from long ago.
<a href="#">SS.1.A.2.Su.b:</a>	Recognize items that did not exist long ago.
<a href="#">SS.1.A.2.Pa.b:</a>	Recognize family members of older generations.

Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

[SS.1.A.2.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, federal holidays and ethnic celebrations.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.2.In.c:</a>	Identify national holidays as a way of remembering and honoring people and events, such as Thanksgiving, Independence Day, and Memorial Day.
<a href="#">SS.1.A.2.Su.c:</a>	Recognize a national holiday as a way of remembering and honoring people and events, such as Thanksgiving or Independence Day.
<a href="#">SS.1.A.2.Pa.c:</a>	Recognize an activity associated with a national celebration, such as a family dinner on Thanksgiving.

Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

[SS.1.A.2.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.2.In.d:</a>	Identify a person from the past who showed bravery, honesty, or responsibility.
<a href="#">SS.1.A.2.Su.d:</a>	Recognize a person who showed honesty, bravery, or responsibility.
<a href="#">SS.1.A.2.Pa.d:</a>	Recognize a school leader, such as the principal.

Distinguish between historical fact and fiction using various materials.

[SS.1.A.2.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.

### Related Access Points

Name	Description
<a href="#">SS.1.A.2.In.e:</a>	Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado.
<a href="#">SS.1.A.2.Su.e:</a>	Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox.
<a href="#">SS.1.A.2.Pa.e:</a>	Recognize a character in a story that is not real.

Use terms related to time to sequentially order events that have occurred in school, home, or community.

[SS.1.A.3.1:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, days, weeks, months, and years.
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### Related Access Points

Name	Description
<a href="#">SS.1.A.3.In.a:</a>	Identify concepts of time, including yesterday, today, and tomorrow.
<a href="#">SS.1.A.3.Su.a:</a>	Recognize concepts of time, including morning and afternoon, related to school activities.
<a href="#">SS.1.A.3.Pa.a:</a>	Associate morning with a common school activity, such as circle time.

Create a timeline based on the student's life or school events, using primary sources.

[SS.1.A.3.2:](#)

<b>Remarks/Examples:</b> Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.
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### Related Access Points

Name	Description
<a href="#">SS.1.A.3.In.b:</a>	Sequence three events in a student's life using photographs or pictures on a timeline.
<a href="#">SS.1.A.3.Su.b:</a>	Sequence two events in a student's life using photographs or pictures.
<a href="#">SS.1.A.3.Pa.b:</a>	Recognize one activity that comes next on a classroom daily schedule.

Explain the purpose of rules and laws in the school and community.

[SS.1.C.1.1:](#)

<b>Remarks/Examples:</b> Examples are keeping order and ensuring safety.
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### Related Access Points

Name	Description
<a href="#">SS.1.C.1.In.a:</a>	Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.
<a href="#">SS.1.C.1.Su.a:</a>	Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.
<a href="#">SS.1.C.1.Pa.a:</a>	Associate a classroom rule with a consequence.

Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

[SS.1.C.1.2:](#)

<b>Remarks/Examples:</b> Examples are principals, teachers, parents, government leaders, and police.
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### Related Access Points

Name	Description
<a href="#">SS.1.C.1.In.b:</a>	Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.
<a href="#">SS.1.C.1.Su.b:</a>	Recognize an authority figure in the school, such as the teacher or principal.
<a href="#">SS.1.C.1.Pa.b:</a>	Recognize the teacher as the classroom leader.

Give examples of the use of power without authority in the school and community.

[SS.1.C.1.3:](#)

<b>Remarks/Examples:</b> Examples are bullying, stealing, and peer pressure.
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### Related Access Points

Name	Description
<a href="#">SS.1.C.1.In.c:</a>	Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.
<a href="#">SS.1.C.1.Su.c:</a>	Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.
<a href="#">SS.1.C.1.Pa.c:</a>	Recognize ownership of personal belongings.

Explain the rights and responsibilities students have in the school community.

[SS.1.C.2.1:](#)

<b>Remarks/Examples:</b> Examples are not littering, coming to school on time, and having a safe learning environment.
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### Related Access Points

Name	Description
<a href="#">SS.1.C.2.In.a:</a>	Identify student responsibilities in the classroom and school, such as completing tasks and following rules.
<a href="#">SS.1.C.2.Su.a:</a>	Recognize ways to be responsible in the classroom, such as completing tasks.
<a href="#">SS.1.C.2.Pa.a:</a>	Associate completing a task with a classroom responsibility.

Describe the characteristics of responsible citizenship in the school community.

[SS.1.C.2.2:](#)

**Remarks/Examples:**

Examples are follow rules, care about the environment, and respect others.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.2.In.b:</a>	Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.
<a href="#">SS.1.C.2.Su.b:</a>	Recognize a way to be a good citizen in the school, such as by taking care of school property.
<a href="#">SS.1.C.2.Pa.b:</a>	Associate completing a task with responsible citizenship in the classroom.

Identify ways students can participate in the betterment of their school and community.

[SS.1.C.2.3:](#)

**Remarks/Examples:**

Examples are responsible decision making, classroom jobs, and school service projects.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.2.In.c:</a>	Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.
<a href="#">SS.1.C.2.Su.c:</a>	Recognize a way to be a good citizen in the school, such as by taking care of school property.
<a href="#">SS.1.C.2.Pa.c:</a>	Associate completing a task with responsible citizenship in the classroom.

[SS.1.C.2.4:](#)

Show respect and kindness to people and animals.

Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

[SS.1.C.3.1:](#)

**Remarks/Examples:**

Examples are talking about problems, role playing, listening, and sharing.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.3.In.a:</a>	Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.
<a href="#">SS.1.C.3.Su.a:</a>	Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.
<a href="#">SS.1.C.3.Pa.a:</a>	Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns.

Recognize symbols and individuals that represent American constitutional democracy.

[SS.1.C.3.2:](#)

**Remarks/Examples:**

Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.3.In.b:</a>	Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president.
<a href="#">SS.1.C.3.Su.b:</a>	Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.
<a href="#">SS.1.C.3.Pa.b:</a>	Recognize the American flag.

Recognize that money is a method of exchanging goods and services.

[SS.1.E.1.1:](#)

**Remarks/Examples:**

An example is coins/bills versus bartering or trading.

**Related Access Points**

Name	Description
<a href="#">SS.1.E.1.In.a:</a>	Identify coins and bills as forms of money that can be used to buy things.
<a href="#">SS.1.E.1.Su.a:</a>	Identify coins as money that can be used to buy things.
<a href="#">SS.1.E.1.Pa.a:</a>	Recognize an item that can be traded for something else in the classroom.

Define opportunity costs as giving up one thing for another.

[SS.1.E.1.2:](#)

**Remarks/Examples:**

Examples are giving up television to do homework and buying candy versus saving for later purchase.

**Related Access Points**

Name	Description
<a href="#">SS.1.E.1.In.b:</a>	Recognize an example of opportunity costs, such as giving up watching television to play with a friend.
<a href="#">SS.1.E.1.Su.b:</a>	Recognize a situation that involves making a choice, such as watching a video or playing a game.
<a href="#">SS.1.E.1.Pa.b:</a>	Recognize an item that can be traded for something else in the classroom.

Distinguish between examples of goods and services.

[SS.1.E.1.3:](#)

**Remarks/Examples:**

Examples are goods: hamburger; services: sweeping the floor.

**Related Access Points**

Name	Description
<a href="#">SS.1.E.1.In.c:</a>	Recognize examples of goods and services.
<a href="#">SS.1.E.1.Su.c:</a>	Recognize examples of goods.
<a href="#">SS.1.E.1.Pa.c:</a>	Recognize an example of goods.

[SS.1.E.1.4:](#) Distinguish people as buyers, sellers, and producers of goods and services.

**Related Access Points**

Name	Description
<a href="#">SS.1.E.1.In.d:</a>	Identify the difference between a buyer and seller.
<a href="#">SS.1.E.1.Su.d:</a>	Recognize that people buy goods in a store.
<a href="#">SS.1.E.1.Pa.d:</a>	Recognize an item that can be traded for something else in the classroom.

[SS.1.E.1.5:](#) Recognize the importance of saving money for future purchases.

**Related Access Points**

Name	Description
<a href="#">SS.1.E.1.In.e:</a>	Recognize ways that people save money, such as in a bank or other safe place.
<a href="#">SS.1.E.1.Su.e:</a>	Recognize a way to save money, such as putting it in a bank.
<a href="#">SS.1.E.1.Pa.e:</a>	Recognize that an item can be saved for later.

Identify that people need to make choices because of scarce resources.

[SS.1.E.1.6:](#)

**Remarks/Examples:**  
Examples are not enough time to do all activities or not enough red crayons.

**Related Access Points**

Name	Description
<a href="#">SS.1.E.1.In.f:</a>	Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without.
<a href="#">SS.1.E.1.Su.f:</a>	Recognize when there is not enough of something (scarce resource).
<a href="#">SS.1.E.1.Pa.f:</a>	Associate not enough with no more.

Use physical and political/cultural maps to locate places in Florida.

[SS.1.G.1.1:](#)

**Remarks/Examples:**  
Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.

**Related Access Points**

Name	Description
<a href="#">SS.1.G.1.In.a:</a>	Identify a map of the local community or Florida.
<a href="#">SS.1.G.1.Su.a:</a>	Recognize a pictorial map of the local community or Florida.
<a href="#">SS.1.G.1.Pa.a:</a>	Recognize a drawing of home or school.

[SS.1.G.1.2:](#) Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .

**Related Access Points**

Name	Description
<a href="#">SS.1.G.1.In.b:</a>	Recognize elements in a key/legend on a simple map or drawing of a location, such as pictures and symbols.
<a href="#">SS.1.G.1.Su.b:</a>	Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols.
<a href="#">SS.1.G.1.Pa.b:</a>	Associate an object, picture, or symbol with a location.

Construct a basic map using key elements including cardinal directions and map symbols.

[SS.1.G.1.3:](#)

**Remarks/Examples:**  
Examples are map of bedroom, classroom, or route to school

**Related Access Points**

Name	Description
<a href="#">SS.1.G.1.In.c:</a>	Construct a simple map using map symbols.
<a href="#">SS.1.G.1.Su.c:</a>	Complete a pictorial map using pictures or symbols for designated areas.
<a href="#">SS.1.G.1.Pa.c:</a>	Associate an object, picture, or symbol with a location.

Identify a variety of physical features using a map and globe.

[SS.1.G.1.4:](#)

**Remarks/Examples:**  
Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.

**Related Access Points**

Name	Description
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<a href="#">SS.1.G.1.In.d:</a>	Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land.
<a href="#">SS.1.G.1.Su.d:</a>	Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.
<a href="#">SS.1.G.1.Pa.d:</a>	Recognize a picture of land or water.

[SS.1.G.1.5:](#)

Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

**Related Access Points**

Name	Description
<a href="#">SS.1.G.1.In.e:</a>	Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico.
<a href="#">SS.1.G.1.Su.e:</a>	Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.
<a href="#">SS.1.G.1.Pa.e:</a>	Recognize a picture of land or water.

Describe how location, weather, and physical environment affect the way people live in our community.

[SS.1.G.1.6:](#)

<b>Remarks/Examples:</b> Examples are effects on their food, clothing, shelter, transportation, and recreation
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**Related Access Points**

Name	Description
<a href="#">SS.1.G.1.In.f:</a>	Recognize selected ways location, weather, and physical environment affect people in the student's community, such as their food, clothing, shelter, transportation, and recreation.
<a href="#">SS.1.G.1.Su.f:</a>	Recognize a way location, weather, or physical environment affects people in the student's community, such as their food, clothing, shelter, transportation, or recreation.
<a href="#">SS.1.G.1.Pa.f:</a>	Associate a selected characteristic of the student's environment, such as food, clothing, or shelter, with its personal effect on the student.

There are more than 172 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12874>



# Access Social Studies - Grade 2 (#7721013)

{ [Social Studies - Grade 2 - 5021040](#) }

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<b>Course Number:</b> 7721013	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SOC ST - 2
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 2	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.								
<a href="#">HE.2.C.2.4:</a>	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <p><b>Remarks/Examples:</b> Walking not running, waiting your turn, and following traffic laws.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.2.C.2.In.d:</a></td> <td>Identify ways that rules make the classroom, school, and community safer (walking not running, waiting one's turn, and following traffic laws.)</td> </tr> <tr> <td><a href="#">HE.2.C.2.Su.d:</a></td> <td>Recognize that rules make the classroom, school, and community safer (walking not running, waiting your turn, following traffic laws).</td> </tr> <tr> <td><a href="#">HE.2.C.2.Pa.d:</a></td> <td>Follow safety routines in the classroom.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.2.C.2.In.d:</a>	Identify ways that rules make the classroom, school, and community safer (walking not running, waiting one's turn, and following traffic laws.)	<a href="#">HE.2.C.2.Su.d:</a>	Recognize that rules make the classroom, school, and community safer (walking not running, waiting your turn, following traffic laws).	<a href="#">HE.2.C.2.Pa.d:</a>	Follow safety routines in the classroom.
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<a href="#">HE.2.C.2.Pa.d:</a>	Follow safety routines in the classroom.								
<a href="#">LAFS.2.RI.1.1:</a>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.								
	<p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">LAFS.2.RI.1.AP.1a:</a></td> <td>Answer who, what, where, when, why and how questions from informational text.</td> </tr> </tbody> </table>	Name	Description	<a href="#">LAFS.2.RI.1.AP.1a:</a>	Answer who, what, where, when, why and how questions from informational text.				
Name	Description								
<a href="#">LAFS.2.RI.1.AP.1a:</a>	Answer who, what, where, when, why and how questions from informational text.								
<a href="#">LAFS.2.RI.1.2:</a>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.								

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.2a:</a>	Identify the main topic of a multi-paragraph informational text.
<a href="#">LAFS.2.RI.1.AP.2b:</a>	Identify the focus of specific paragraphs within in an informational text.

[LAFS.2.RI.1.3:](#) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.3a:</a>	Identify the connection between a series of historical events in an informational text.
<a href="#">LAFS.2.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text and describe how they are connected.
<a href="#">LAFS.2.RI.1.AP.3c:</a>	Identify the connection between scientific ideas or concepts in an informational text.

[LAFS.2.RI.2.4:](#) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.4a:</a>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

[LAFS.2.RI.2.5:](#) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.5a:</a>	Identify and use various text features to locate key facts or information in a text efficiently.

[LAFS.2.RI.2.6:](#) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.6a:</a>	Identify the main purpose of a text, including what question the author is answering, explaining or describing.

[LAFS.2.RI.3.7:](#) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.3.AP.7a:</a>	Explain or identify what specific images teach the reader to do or tell the reader.

[LAFS.2.RI.3.8:](#) Describe how an author uses reasons to support specific points in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.3.AP.8a:</a>	Identify the facts and details an author gives to support points in a text.
<a href="#">LAFS.2.RI.3.AP.8b:</a>	Describe how facts and details support specific points the author makes in a text.

[LAFS.2.RI.3.9:](#) Compare and contrast the most important points presented by two texts on the same topic.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.3.AP.9a:</a>	Compare the most important points presented by two texts on the same topic.
<a href="#">LAFS.2.RI.3.AP.9b:</a>	Contrast the most important points presented by two texts on the same topic.

[LAFS.2.RI.4.10:](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for understanding.
<a href="#">LAFS.2.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.2.RI.4.AP.10c:</a>	Discuss key details and main topic of an informational text.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

[LAFS.2.SL.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<a href="#">LAFS.2.SL.1.AP.1b:</a>	Build on others' talk in conversations by linking their comments to the remarks of others.

[LAFS.2.SL.1.2:](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts presented orally or through other media.
<a href="#">LAFS.2.SL.1.AP.2b:</a>	Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.

[LAFS.2.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.2.SL.1.AP.3b:</a>	Answer questions about what a speaker says in order to clarify misunderstandings.

[LAFS.2.SL.2.4:](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.2.AP.4a:</a>	Engage in small or large group discussions by sharing one's own writing.
<a href="#">LAFS.2.SL.2.AP.4b:</a>	Describe, orally or in writing, factual information about familiar people, places, things and events with details.
<a href="#">LAFS.2.SL.2.AP.4c:</a>	Provide at least two facts for each subtopic identified for a larger topic.
<a href="#">LAFS.2.SL.2.AP.4d:</a>	Describe ideas about familiar people, places, things and events.
<a href="#">LAFS.2.SL.2.AP.4e:</a>	Share a story or recount an experience with appropriate facts and relevant, descriptive details.
<a href="#">LAFS.2.SL.2.AP.4f:</a>	Describe a single event or a series of events that describes actions, thoughts or feelings.

[LAFS.2.W.1.2:](#)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.2a:</a>	Write statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.2.W.1.AP.2b:</a>	When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.
<a href="#">LAFS.2.W.1.AP.2c:</a>	Order factual statements to describe a sequence of events or explain a procedure.
<a href="#">LAFS.2.W.1.AP.2d:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.2.W.1.3:](#)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.3a:</a>	Describe a single event or a series of events that describes actions, thoughts or feelings.
<a href="#">LAFS.2.W.1.AP.3b:</a>	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
<a href="#">LAFS.2.W.1.AP.3c:</a>	Organize text providing information regarding who, what and why while maintaining a single focus.
<a href="#">LAFS.2.W.1.AP.3d:</a>	Write a narrative that includes a sense of closure.

[LAFS.2.W.2.5:](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Related Access Points

Name	Description
<a href="#">LAFS.2.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<a href="#">LAFS.2.W.2.AP.5b:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<a href="#">LAFS.2.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.2.W.2.AP.5d:</a>	With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.
<a href="#">LAFS.2.W.2.AP.5e:</a>	With guidance and support from adults, work with a peer to revise a permanent product.
<a href="#">LAFS.2.W.2.AP.5f:</a>	With guidance and support from adults, work with a peer to edit a permanent product.

[LAFS.2.W.3.7:](#)

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

### Related Access Points

Name	Description
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[LAFS.2.W.3.AP.7a:](#) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

[LAFS.2.W.3.AP.7b:](#) Generate ideas and/or opinions when participating in shared writing projects.

Examine primary and secondary sources.

[SS.2.A.1.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.1.In.a:</a>	Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.
<a href="#">SS.2.A.1.Su.a:</a>	Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.
<a href="#">SS.2.A.1.Pa.a:</a>	Recognize pictures or artifacts that relate to important people or events.

[SS.2.A.1.2:](#)

Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.1.In.b:</a>	Use technology and other informational sources to find answers to questions about a historical topic.
<a href="#">SS.2.A.1.Su.b:</a>	Use technology and other sources to obtain information about a historical topic.
<a href="#">SS.2.A.1.Pa.b:</a>	Recognize a book or picture as a source of information.

[SS.2.A.2.1:](#)

Recognize that Native Americans were the first inhabitants in North America.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.a:</a>	Identify early Native Americans.
<a href="#">SS.2.A.2.Su.a:</a>	Recognize early Native Americans.
<a href="#">SS.2.A.2.Pa.a:</a>	Recognize a characteristic of early Native Americans.

Compare the cultures of Native American tribes from various geographic regions of the United States.

[SS.2.A.2.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.b:</a>	Identify practices of Native American tribes, such as clothing, housing, and food.
<a href="#">SS.2.A.2.Su.b:</a>	Recognize a practice associated with Native American tribes, such as clothing or housing.
<a href="#">SS.2.A.2.Pa.b:</a>	Recognize a characteristic of early Native Americans.

Describe the impact of immigrants on the Native Americans.

[SS.2.A.2.3:](#)

**Remarks/Examples:**

Examples are location, clothing, housing, food, major beliefs and practices, art, and music.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.c:</a>	Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases.
<a href="#">SS.2.A.2.Su.c:</a>	Recognize that some Native Americans lost their homes to immigrants.
<a href="#">SS.2.A.2.Pa.c:</a>	Recognize that people move to live in a new place.

Explore ways the daily life of people living in Colonial America changed over time.

[SS.2.A.2.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.d:</a>	Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing.
<a href="#">SS.2.A.2.Su.d:</a>	Recognize that people living in colonial America built homes.
<a href="#">SS.2.A.2.Pa.d:</a>	Recognize that people move to live in a new place.

Identify reasons people came to the United States throughout history.

[SS.2.A.2.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.e:</a>	Recognize reasons why people came to the United States, such as jobs or freedom.
<a href="#">SS.2.A.2.Su.e:</a>	Recognize a reason for moving to a different home, such as jobs.
<a href="#">SS.2.A.2.Pa.e:</a>	Recognize that people move to live in a new place.

[SS.2.A.2.6:](#) Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.f:</a>	Identify that many immigrants saw the Statue of Liberty as they entered America.
<a href="#">SS.2.A.2.Su.f:</a>	Recognize that the Statue of Liberty is in America.
<a href="#">SS.2.A.2.Pa.f:</a>	Recognize the Statue of Liberty.

Discuss why immigration continues today.

[SS.2.A.2.7:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.g:</a>	Recognize reasons why people move to the United States, such as jobs or freedom.
<a href="#">SS.2.A.2.Su.g:</a>	Recognize a reason for moving to a different home, such as jobs.
<a href="#">SS.2.A.2.Pa.g:</a>	Recognize that people move to live in a new place.

Explain the cultural influences and contributions of immigrants today.

[SS.2.A.2.8:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.h:</a>	Identify the influences of immigrants today, such as music, art, and foods from various cultures.
<a href="#">SS.2.A.2.Su.h:</a>	Recognize food, clothing, and music from another culture.
<a href="#">SS.2.A.2.Pa.h:</a>	Recognize differences in food or clothing from other cultures.

Identify terms and designations of time sequence.

[SS.2.A.3.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, years, decades, centuries.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.3.In.a:</a>	Identify concepts of time, including days and weeks.
<a href="#">SS.2.A.3.Su.a:</a>	Recognize concepts of time, including yesterday, today, and tomorrow.
<a href="#">SS.2.A.3.Pa.a:</a>	Recognize concepts of time, such as now or later.

Explain why people form governments.

[SS.2.C.1.1:](#)

**Remarks/Examples:**  
Examples are create laws, provide services and structure, safety.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.1.In.a:</a>	Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship.
<a href="#">SS.2.C.1.Su.a:</a>	Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship.
<a href="#">SS.2.C.1.Pa.a:</a>	Recognize rules in the classroom, such as cooperating and respecting personal space.

Explain the consequences of an absence of rules and laws.

[SS.2.C.1.2:](#)

**Remarks/Examples:**  
Examples are lack of order and people get hurt.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.1.In.b:</a>	Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt.
<a href="#">SS.2.C.1.Su.b:</a>	Recognize a consequence of not having classroom and school rules, such as people getting hurt.
<a href="#">SS.2.C.1.Pa.b:</a>	Associate an action with a consequence, such as a push causing an object to break.

[SS.2.C.2.1:](#)

Identify what it means to be a United States citizen either by birth or by naturalization.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.2.In.a:</a>	Recognize that Americans become citizens by birth or by choice.
<a href="#">SS.2.C.2.Su.a:</a>	Recognize an American as a citizen of the United States.
<a href="#">SS.2.C.2.Pa.a:</a>	Recognize membership in a group, such as the classroom, family, or community.

Define and apply the characteristics of responsible citizenship.

[SS.2.C.2.2:](#)

<b>Remarks/Examples:</b> Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.
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**Related Access Points**

Name	Description
<a href="#">SS.2.C.2.In.b:</a>	Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.2.C.2.Su.b:</a>	Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.2.C.2.Pa.b:</a>	Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.

Explain why United States citizens have guaranteed rights and identify rights.

[SS.2.C.2.3:](#)

<b>Remarks/Examples:</b> Examples are right to vote, freedom of speech, and freedom of religion.
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**Related Access Points**

Name	Description
<a href="#">SS.2.C.2.In.c:</a>	Identify a right of United States citizens, such as a right to vote or freedom of speech.
<a href="#">SS.2.C.2.Su.c:</a>	Recognize a right of United States citizens, such as a right to vote or freedom of speech.
<a href="#">SS.2.C.2.Pa.c:</a>	Recognize the right of students to make choices, such as selecting activities or materials.

Identify ways citizens can make a positive contribution in their community.

[SS.2.C.2.4:](#)

<b>Remarks/Examples:</b> Examples are volunteering and recycling.
--

**Related Access Points**

Name	Description
<a href="#">SS.2.C.2.In.d:</a>	Recognize ways citizens can contribute to the community, such as volunteering and recycling.
<a href="#">SS.2.C.2.Su.d:</a>	Recognize a way citizens can contribute to the community, such as volunteering or recycling.
<a href="#">SS.2.C.2.Pa.d:</a>	Recognize a contribution to the school, such as volunteering.

[SS.2.C.2.5:](#)

Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.2.In.e:</a>	Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.
<a href="#">SS.2.C.2.Su.e:</a>	Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.
<a href="#">SS.2.C.2.Pa.e:</a>	Recognize that people from diverse backgrounds make contributions.

[SS.2.C.3.1:](#)

Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.3.In.a:</a>	Recognize that the American government has a set of written laws that all people must follow.
<a href="#">SS.2.C.3.Su.a:</a>	Recognize a law that all Americans must follow.
<a href="#">SS.2.C.3.Pa.a:</a>	Recognize a rule in the school.

Recognize symbols, individuals, events, and documents that represent the United States.

[SS.2.C.3.2:](#)

<b>Remarks/Examples:</b> Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.
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**Related Access Points**

Name	Description
<a href="#">SS.2.C.3.In.b:</a>	Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.
<a href="#">SS.2.C.3.Su.b:</a>	Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.
<a href="#">SS.2.C.3.Pa.b:</a>	Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.

[SS.2.E.1.1:](#)

Recognize that people make choices because of limited resources.

**Related Access Points**

Name	Description
<a href="#">SS.2.E.1.In.a:</a>	Recognize that people make choices when there is little or none left of a resource.
<a href="#">SS.2.E.1.Su.a:</a>	Recognize when there is little or none left of a resource.
<a href="#">SS.2.E.1.Pa.a:</a>	Recognize when there is none left of a resource.

Recognize that people supply goods and services based on consumer demands.

[SS.2.E.1.2:](#)

**Remarks/Examples:**  
Examples are housing and jobs.

**Related Access Points**

Name	Description
<a href="#">SS.2.E.1.In.b:</a>	Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor.
<a href="#">SS.2.E.1.Su.b:</a>	Recognize that goods fill a need, such as food from a grocery store or clothing from a department store.
<a href="#">SS.2.E.1.Pa.b:</a>	Associate a desired item (goods) with a need.

Recognize that the United States trades with other nations to exchange goods and services.

[SS.2.E.1.3:](#)

**Remarks/Examples:**  
Examples are clothing, food, toys, cars.

**Related Access Points**

Name	Description
<a href="#">SS.2.E.1.In.c:</a>	Recognize that some goods come from other countries.
<a href="#">SS.2.E.1.Su.c:</a>	Recognize that some goods come from far away.
<a href="#">SS.2.E.1.Pa.c:</a>	Associate a desired item (goods) with its source.

[SS.2.E.1.4:](#)

Explain the personal benefits and costs involved in saving and spending.

**Related Access Points**

Name	Description
<a href="#">SS.2.E.1.In.d:</a>	Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now.
<a href="#">SS.2.E.1.Su.d:</a>	Recognize a benefit of saving, such as having more money for later.
<a href="#">SS.2.E.1.Pa.d:</a>	Recognize that a saved item can be used later.

Use different types of maps (political, physical, and thematic) to identify map elements.

[SS.2.G.1.1:](#)

**Remarks/Examples:**  
Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.

**Related Access Points**

Name	Description
<a href="#">SS.2.G.1.In.a:</a>	Identify map elements, such as the title, cardinal directions, and key/legend.
<a href="#">SS.2.G.1.Su.a:</a>	Recognize map elements on a pictorial map, such as pictures and title.
<a href="#">SS.2.G.1.Pa.a:</a>	Recognize a picture or symbol on a drawing of a location.

[SS.2.G.1.2:](#)

Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

**Related Access Points**

Name	Description
<a href="#">SS.2.G.1.In.b:</a>	Identify the student's city and state.
<a href="#">SS.2.G.1.Su.b:</a>	Recognize the student's city and state.
<a href="#">SS.2.G.1.Pa.b:</a>	Associate the name of the student's city with home.

[SS.2.G.1.3:](#)

Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

**Related Access Points**

Name	Description
<a href="#">SS.2.G.1.In.c:</a>	Recognize continents and oceans on a map or globe.
<a href="#">SS.2.G.1.Su.c:</a>	Recognize land and water on a map or globe.
<a href="#">SS.2.G.1.Pa.c:</a>	Recognize land and water in a picture.

[SS.2.G.1.4:](#)

Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

**Related Access Points**

Name	Description
<a href="#">SS.2.G.1.In.d:</a>	Recognize the United States on a map of North America.
<a href="#">SS.2.G.1.Su.d:</a>	Recognize a map of the United States.
<a href="#">SS.2.G.1.Pa.d:</a>	Recognize land and water in a picture.

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# Access Social Studies - Grade 3 (#7721014)

{ [Social Studies - Grade 3 - 5021050](#) }

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<b>Course Number:</b> 7721014	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SOC ST - 3
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 3	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.3.C.2.4:</a>	Identify classroom and school rules that promote health and disease prevention.  <b>Remarks/Examples:</b> Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.3.C.2.In.d:</a>	Identify selected classroom and school rules that promote health and disease prevention, such as walk/don't run, wash hands, and keep personal areas clean, and listen to crossing guards.
<a href="#">HE.3.C.2.Su.d:</a>	Recognize classroom rules that promote health and disease prevention, such as walk/don't run, wash hands, keep personal areas clean, and listen to school-crossing guards.
<a href="#">HE.3.C.2.Pa.d:</a>	Recognize a classroom rule that promotes health and disease prevention, such as wash hands, keep personal areas clean, or practice appropriate hygiene.
<a href="#">LAFS.3.RI.1.1:</a>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.3.RI.1.AP.1a:</a>	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[LAFS.3.RI.1.AP.1b:](#) Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  
[LAFS.3.RI.1.AP.1c:](#) Ask questions to demonstrate understanding.

[LAFS.3.RI.1.2:](#)

Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.2a:</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.RI.1.AP.2b:</a>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">LAFS.3.RI.1.AP.2c:</a>	Identify facts that an author uses to support a specific point or opinion.

[LAFS.3.RI.1.3:](#)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.3a:</a>	Identify the sequence of events in an informational text.
<a href="#">LAFS.3.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text.
<a href="#">LAFS.3.RI.1.AP.3c:</a>	Identify the cause and effect relationships in an informational text.

[LAFS.3.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.3.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

[LAFS.3.RI.2.5:](#)

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.5a:</a>	Identify and explain the purpose of a variety of text features (table of contents, index, glossary, charts, subheadings).
<a href="#">LAFS.3.RI.2.AP.5b:</a>	Use text features (captions, maps, illustrations) to locate information relevant to a given topic or question.
<a href="#">LAFS.3.RI.2.AP.5c:</a>	Use search tools (e.g., sidebars, icons, glossary, hyperlinks) to locate information relevant to a given topic.

[LAFS.3.RI.2.6:](#)

Distinguish their own point of view from that of the author of a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.6a:</a>	Identify the author's point of view in an informational text.
<a href="#">LAFS.3.RI.2.AP.6b:</a>	Identify own point of view about a topic.
<a href="#">LAFS.3.RI.2.AP.6c:</a>	Compare their own point of view to that of the author.

[LAFS.3.RI.3.7:](#)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.3.AP.7a:</a>	Use illustrations (e.g., maps, photographs) in informational texts to answer questions.
<a href="#">LAFS.3.RI.3.AP.7b:</a>	Identify information learned from illustrations and information learned from the words in an informational text .
<a href="#">LAFS.3.RI.3.AP.7c:</a>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
<a href="#">LAFS.3.RI.3.AP.7d:</a>	Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.

[LAFS.3.RI.3.8:](#)

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.3.AP.8a:</a>	Identify signal words that help determine the text structure in an informational text.
<a href="#">LAFS.3.RI.3.AP.8b:</a>	Describe the connection between sentences and paragraphs in a text (order, comparison, cause/effect).

[LAFS.3.RI.3.9:](#)

Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.3.AP.9a:</a>	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.

[LAFS.3.RI.3.AP.9b](#): Contrast the differences of two texts or adapted texts on the same topic or by the same author.

[LAFS.3.RI.3.AP.9c](#): When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.

[LAFS.3.RI.4.10](#):

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.4.AP.10a</a>	Read or listen to and recount self-selected informational articles, history/social studies, science and technical texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.3.SL.1.1](#):

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.1a</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.3.SL.1.AP.1b</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1c</a>	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1d</a>	Express ideas and understanding in light of collaborative discussions.

[LAFS.3.SL.1.2](#):

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.2a</a>	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2b</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2c</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.3.SL.1.3](#):

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.3a</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[LAFS.3.SL.2.4](#):

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.2.AP.4a</a>	Report on a topic or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.3.SL.2.AP.4b</a>	Tell a story or recount an experience with logical sequence.
<a href="#">LAFS.3.SL.2.AP.4c</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

Write opinion pieces on topics or texts, supporting a point of view with reasons.

[LAFS.3.W.1.1](#):

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.1a</a>	Introduce the topic or text within persuasive writing by stating an opinion.
<a href="#">LAFS.3.W.1.AP.1b</a>	Provide reasons or facts that support a stated opinion.
<a href="#">LAFS.3.W.1.AP.1c</a>	Use linking words and phrases that connect the opinions and reasons.
<a href="#">LAFS.3.W.1.AP.1d</a>	Provide a concluding statement or section.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

[LAFS.3.W.1.2:](#)

- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.1.AP.2a:</a>	Introduce a topic and group related information together.
<a href="#">LAFS.3.W.1.AP.2b:</a>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<a href="#">LAFS.3.W.1.AP.2c:</a>	Provide a concluding statement or section to summarize the information presented.
<a href="#">LAFS.3.W.1.AP.2d:</a>	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.
<a href="#">LAFS.3.W.1.AP.2e:</a>	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

[LAFS.3.W.1.3:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.1.AP.3a:</a>	Establish the situation by setting up the context for the story and introduce a narrator and/or characters.
<a href="#">LAFS.3.W.1.AP.3b:</a>	Sequence events in writing that unfold naturally.
<a href="#">LAFS.3.W.1.AP.3c:</a>	When appropriate, use dialogue and descriptions of actions, thoughts and feelings to develop a story.
<a href="#">LAFS.3.W.1.AP.3d:</a>	Use temporal words and phrases to signal event order.
<a href="#">LAFS.3.W.1.AP.3e:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[LAFS.3.W.2.4:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.2.AP.4a:</a>	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.

[LAFS.3.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing.
<a href="#">LAFS.3.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).
<a href="#">LAFS.3.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5d:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5e:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5f:</a>	With guidance and support from peers and adults, strengthen writing by revising.
<a href="#">LAFS.3.W.2.AP.5g:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5h:</a>	With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).
<a href="#">LAFS.3.W.2.AP.5i:</a>	With guidance and support from peers and adults, edit writing for clarity and meaning.

[LAFS.3.W.2.6:](#)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.2.AP.6a:</a>	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.3.W.2.AP.6b:</a>	Develop keyboarding skills.

[LAFS.3.W.3.7:](#)

Conduct short research projects that build knowledge about a topic.

**Related Access Points**

Name	Description
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[LAFS.3.W.3.AP.7a:](#) Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.3.W.3.8:](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8b:</a>	Recall information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8c:</a>	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8d:</a>	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8e:</a>	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.W.3.AP.8f:</a>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
<a href="#">LAFS.3.W.3.AP.8g:</a>	Locate important points on a single topic from two informational texts or sources.
<a href="#">LAFS.3.W.3.AP.8h:</a>	Identify key details in an informational text.
<a href="#">LAFS.3.W.3.AP.8i:</a>	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
<a href="#">LAFS.3.W.3.AP.8j:</a>	Sort evidence collected from print and/or digital sources into provided categories.

[LAFS.3.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.3.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

#### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

#### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

#### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

#### Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Analyze primary and secondary sources.

[SS.3.A.1.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.

**Related Access Points**

Name	Description
<a href="#">SS.3.A.1.In.a:</a>	Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events.
<a href="#">SS.3.A.1.Su.a:</a>	Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past.
<a href="#">SS.3.A.1.Pa.a:</a>	Recognize important people or events in artifacts, videos, or photographs.

[SS.3.A.1.2:](#)

Utilize technology resources to gather information from primary and secondary sources.

**Related Access Points**

Name	Description
<a href="#">SS.3.A.1.In.b:</a>	Use technology resources to gather information about a historical person or event.
<a href="#">SS.3.A.1.Su.b:</a>	Use a technology resource to locate information about important people or events from the past.
<a href="#">SS.3.A.1.Pa.b:</a>	Use technology to access information.

Define terms related to the social sciences.

[SS.3.A.1.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, history, geography, civics, government, economics.

**Related Access Points**

Name	Description
<a href="#">SS.3.A.1.In.c:</a>	Relate the term "history" to events from the past, "geography" to locations, and "economics" to money.
<a href="#">SS.3.A.1.Su.c:</a>	Recognize that history is about events from the past and geography is about places.
<a href="#">SS.3.A.1.Pa.c:</a>	Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.

Explain the purpose and need for government.

[SS.3.C.1.1:](#)

**Remarks/Examples:**  
Examples are safety, organization, services, protection of rights.

**Related Access Points**

Name	Description
<a href="#">SS.3.C.1.In.a:</a>	Recognize the purpose of government in the community, such as to provide laws, services, and safety.
<a href="#">SS.3.C.1.Su.a:</a>	Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship.
<a href="#">SS.3.C.1.Pa.a:</a>	Recognize rules in the school, such as respecting others.

[SS.3.C.1.2:](#)

Describe how government gains its power from the people.

**Related Access Points**

Name	Description
<a href="#">SS.3.C.1.In.b:</a>	Identify that government gains its power from the people.
<a href="#">SS.3.C.1.Su.b:</a>	Recognize that government gains its power from the people.
<a href="#">SS.3.C.1.Pa.b:</a>	Recognize that governments have power.

[SS.3.C.1.3:](#)

Explain how government was established through a written Constitution.

**Related Access Points**

Name	Description
<a href="#">SS.3.C.1.In.c:</a>	Identify that government is based on a set of written laws that all people must follow.
<a href="#">SS.3.C.1.Su.c:</a>	Recognize that government is based on written laws.
<a href="#">SS.3.C.1.Pa.c:</a>	Recognize that governments have laws.

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

[SS.3.C.2.1:](#)

**Remarks/Examples:**  
Examples are food drives, book drives, community, clean-up, voting.

**Related Access Points**

Name	Description
<a href="#">SS.3.C.2.In.a:</a>	Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.3.C.2.Su.a:</a>	Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.3.C.2.Pa.a:</a>	Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.

[SS.3.C.3.1:](#)

Identify the levels of government (local, state, federal).

### Related Access Points

Name	Description
<a href="#">SS.3.C.3.In.a:</a>	Recognize leaders of local, state, and federal government, such as the mayor, governor, and president.
<a href="#">SS.3.C.3.Su.a:</a>	Recognize a leader of local, state, or federal government, such as the mayor, governor, or president.
<a href="#">SS.3.C.3.Pa.a:</a>	Recognize a leader in government, such as a president.

Describe how government is organized at the local level.

[SS.3.C.3.2:](#)

<b>Remarks/Examples:</b> Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.
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### Related Access Points

Name	Description
<a href="#">SS.3.C.3.In.b:</a>	Recognize that the local community has a group that makes the rules and the mayor is the leader.
<a href="#">SS.3.C.3.Su.b:</a>	Recognize that the local community has a group that makes the rules.
<a href="#">SS.3.C.3.Pa.b:</a>	Recognize that people in authority make rules in the community.

[SS.3.C.3.3:](#)

Recognize that every state has a state constitution.

### Related Access Points

Name	Description
<a href="#">SS.3.C.3.In.c:</a>	Recognize that every state has a set of written laws that its people must follow.
<a href="#">SS.3.C.3.Su.c:</a>	Recognize that every state has written laws.
<a href="#">SS.3.C.3.Pa.c:</a>	Recognize that states have laws.

[SS.3.C.3.4:](#)

Recognize that the Constitution of the United States is the supreme law of the land.

### Related Access Points

Name	Description
<a href="#">SS.3.C.3.In.d:</a>	Recognize that the Constitution is the set of laws that people in the United States must follow.
<a href="#">SS.3.C.3.Su.d:</a>	Recognize the Constitution is a set of written laws.
<a href="#">SS.3.C.3.Pa.d:</a>	Recognize that the United States has laws.

[SS.3.E.1.1:](#)

Give examples of how scarcity results in trade.

<b>Remarks/Examples:</b> Examples are oil, video games, food.
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### Related Access Points

Name	Description
<a href="#">SS.3.E.1.In.a:</a>	Identify that people can trade for products that are not available locally.
<a href="#">SS.3.E.1.Su.a:</a>	Recognize that people can trade for products that are not available locally.
<a href="#">SS.3.E.1.Pa.a:</a>	Recognize that people trade for items they want or need.

[SS.3.E.1.2:](#)

List the characteristics of money.

<b>Remarks/Examples:</b> Examples are portable, divisible, recognizable, durable.
--

### Related Access Points

Name	Description
<a href="#">SS.3.E.1.In.b:</a>	Recognize characteristics of money, such as portable and recognizable.
<a href="#">SS.3.E.1.Su.b:</a>	Recognize a characteristic of money, such as portable.
<a href="#">SS.3.E.1.Pa.b:</a>	Recognize coins as money.

[SS.3.E.1.3:](#)

Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

### Related Access Points

Name	Description
<a href="#">SS.3.E.1.In.c:</a>	Recognize the roles of buyers and sellers in exchanging goods and services.
<a href="#">SS.3.E.1.Su.c:</a>	Recognize the roles of buyers and sellers in exchanging goods.
<a href="#">SS.3.E.1.Pa.c:</a>	Recognize that buyers trade money for goods.

[SS.3.E.1.4:](#)

Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

### Related Access Points

Name	Description
<a href="#">SS.3.E.1.In.d:</a>	Recognize forms of money used in the United States and one other country.
<a href="#">SS.3.E.1.Su.d:</a>	Recognize forms of money used in the United States.

[SS.3.E.1.Pa.d:](#) Recognize coins as money.

Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

[SS.3.G.1.1:](#)

**Remarks/Examples:**

Types of photographs may include satellite or aerial.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.1.In.a:</a>	Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart.
<a href="#">SS.3.G.1.Su.a:</a>	Use a physical map to identify selected geographic information, such as land, water, and coastlines.
<a href="#">SS.3.G.1.Pa.a:</a>	Recognize personal location on a pictorial map.

[SS.3.G.1.2:](#)

Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .

**Related Access Points**

Name	Description
<a href="#">SS.3.G.1.In.b:</a>	Identify elements on a map, such as key/legend, cardinal directions, and compass rose.
<a href="#">SS.3.G.1.Su.b:</a>	Recognize elements on a map, such as a picture key, cardinal directions, and title.
<a href="#">SS.3.G.1.Pa.b:</a>	Locate pictures or symbols on a drawing or map.

[SS.3.G.1.3:](#)

Label the continents and oceans on a world map.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.1.In.c:</a>	Recognize selected continents and oceans on a world map.
<a href="#">SS.3.G.1.Su.c:</a>	Recognize a continent and an ocean on a map.
<a href="#">SS.3.G.1.Pa.c:</a>	Recognize land and water using a color key on a map.

[SS.3.G.1.4:](#)

Name and identify the purpose of maps (physical, political, elevation, population).

**Related Access Points**

Name	Description
<a href="#">SS.3.G.1.In.d:</a>	Identify selected maps, such as a physical map and a political map.
<a href="#">SS.3.G.1.Su.d:</a>	Recognize a map, such as a physical map or a political map.
<a href="#">SS.3.G.1.Pa.d:</a>	Recognize personal location on a pictorial map.

[SS.3.G.1.5:](#)

Compare maps and globes to develop an understanding of the concept of distortion.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.1.In.e:</a>	Identify differences between maps and globes.
<a href="#">SS.3.G.1.Su.e:</a>	Recognize differences between maps and globes.
<a href="#">SS.3.G.1.Pa.e:</a>	Recognize land and water using a color key on a map.

Use maps to identify different types of scale to measure distances between two places.

[SS.3.G.1.6:](#)

**Remarks/Examples:**

Examples are linear, fractional, word.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.1.In.f:</a>	Use maps to identify distances between two places, such as near or far, closer or farther, and next to.
<a href="#">SS.3.G.1.Su.f:</a>	Use maps to recognize distances between two places, such as near or far, and next to.
<a href="#">SS.3.G.1.Pa.f:</a>	Locate pictures or symbols on a drawing or map.

[SS.3.G.2.1:](#)

Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

**Related Access Points**

Name	Description
<a href="#">SS.3.G.2.In.a:</a>	Recognize North America, the United States, and Mexico on a map.
<a href="#">SS.3.G.2.Su.a:</a>	Recognize the United States on a map of North America.
<a href="#">SS.3.G.2.Pa.a:</a>	Recognize an outline map or image of the United States.

Identify the five regions of the United States.

[SS.3.G.2.2:](#)

**Remarks/Examples:**

(i.e., Northeast, Southeast, Midwest, Southwest, West)

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.b:</a>	Recognize north, south, east, and west as they relate to the regions of the United States.
<a href="#">SS.3.G.2.Su.b:</a>	Recognize north, south, east, and west in the United States.
<a href="#">SS.3.G.2.Pa.b:</a>	Recognize an outline map or image of the United States.

[SS.3.G.2.3:](#) Label the states in each of the five regions of the United States.

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.c:</a>	Recognize selected states in each of the five regions of the United States.
<a href="#">SS.3.G.2.Su.c:</a>	Recognize selected states in the United States.
<a href="#">SS.3.G.2.Pa.c:</a>	Recognize Florida as the student's state.

Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.2.4:](#)

**Remarks/Examples:**  
Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.d:</a>	Recognize major physical features—such as lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, and Mexico and the Caribbean.
<a href="#">SS.3.G.2.Su.d:</a>	Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains.
<a href="#">SS.3.G.2.Pa.d:</a>	Recognize physical differences between two locations.

Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.2.5:](#)

**Remarks/Examples:**  
(e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.e:</a>	Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades.
<a href="#">SS.3.G.2.Su.e:</a>	Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades.
<a href="#">SS.3.G.2.Pa.e:</a>	Recognize physical differences between two locations.

[SS.3.G.2.6:](#)

Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.f:</a>	Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.
<a href="#">SS.3.G.2.Su.f:</a>	Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.
<a href="#">SS.3.G.2.Pa.f:</a>	Recognize physical differences between two locations.

Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.3.1:](#)

**Remarks/Examples:**  
(e.g., tundra, sandy soil, humidity, maritime climate)

### Related Access Points

Name	Description
<a href="#">SS.3.G.3.In.a:</a>	Recognize differences in the climates and vegetation of the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil.
<a href="#">SS.3.G.3.Su.a:</a>	Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil.
<a href="#">SS.3.G.3.Pa.a:</a>	Recognize differences in climates or vegetation.

Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.3.2:](#)

**Remarks/Examples:**  
(e.g., water, arable land, oil, phosphate, fish)

### Related Access Points

Name	Description
<a href="#">SS.3.G.3.In.b:</a>	Recognize major natural resources—such as water, arable land, oil, phosphate, and fish—in the United States and Canada, and Mexico and the Caribbean.

[SS.3.G.3.Su.b.](#) Recognize selected natural resources—such as water, arable land, oil, phosphate, or fish—in the United States and Canada, and Mexico and the Caribbean.

[SS.3.G.3.Pa.b.](#) Recognize an example of a natural resource.

Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.4.1:](#)

**Remarks/Examples:**

Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.4.In.a.</a>	Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming.
<a href="#">SS.3.G.4.Su.a.</a>	Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or settlement near land for farming.
<a href="#">SS.3.G.4.Pa.a.</a>	Recognize an environmental influence that affects where people live.

[SS.3.G.4.2:](#)

Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.4.In.b.</a>	Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean.
<a href="#">SS.3.G.4.Su.b.</a>	Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean.
<a href="#">SS.3.G.4.Pa.b.</a>	Recognize a difference between cultures.

Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.

[SS.3.G.4.3:](#)

**Remarks/Examples:**

Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.4.In.c.</a>	Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean.
<a href="#">SS.3.G.4.Su.c.</a>	Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean.
<a href="#">SS.3.G.4.Pa.c.</a>	Recognize a cultural characteristic of a population.

Identify contributions from various ethnic groups to the United States.

[SS.3.G.4.4:](#)

**Remarks/Examples:**

Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.4.In.d.</a>	Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans.
<a href="#">SS.3.G.4.Su.d.</a>	Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans.
<a href="#">SS.3.G.4.Pa.d.</a>	Recognize a cultural characteristic of a population.

There are more than 229 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12876>



# Access Social Studies - Grade 4 (#7721015)

{ [Social Studies - Grade Four - 5021060](#) }

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<b>Course Number:</b> 7721015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SOC ST - 4
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 4	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.4.C.2.4:</a>	Recognize types of school rules and community laws that promote health and disease prevention.  <div style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>            Helmet law, clean indoor-air laws, and speed limits.         </div>
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.4.C.2.In.d:</a>	Recognize selected community laws that promote health and disease prevention, such as helmet laws and speed limits.
<a href="#">HE.4.C.2.Su.d:</a>	Recognize school rules that promote health and disease prevention, such as proper disposal of trash, obeying crossing guards, and bicycle safety.
<a href="#">HE.4.C.2.Pa.d:</a>	Recognize a way the school promotes health behaviors, such as providing disaster-preparedness programs, school breakfast programs, youth organizations, and school-safety rules.
<a href="#">LAFS.4.RI.1.1:</a>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.4.RI.1.AP.1a:</a>	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
<a href="#">LAFS.4.RI.1.AP.1b:</a>	Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.

[LAFS.4.RI.1.2:](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.1.AP.2a:</a>	Determine the main idea of an informational text.
<a href="#">LAFS.4.RI.1.AP.2b:</a>	Identify supporting details of an informational text.
<a href="#">LAFS.4.RI.1.AP.2c:</a>	Identify how ideas are organized to summarize the text.

[LAFS.4.RI.1.3:](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.1.AP.3a:</a>	Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
<a href="#">LAFS.4.RI.1.AP.3b:</a>	Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.

[LAFS.4.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.2.AP.4a:</a>	Determine the meaning of general academic and domain-specific words and phrases in increasingly complex texts over time.

[LAFS.4.RI.2.5:](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.2.AP.5a:</a>	Identify signal words that provide clues in determining the specific text structure of a short, informational text or text excerpt (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).
<a href="#">LAFS.4.RI.2.AP.5b:</a>	Identify the specific structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text excerpt.
<a href="#">LAFS.4.RI.2.AP.5c:</a>	Identify the overall structure of a complete text.

[LAFS.4.RI.2.6:](#)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.2.AP.6a:</a>	Determine if information in a text is firsthand or secondhand.
<a href="#">LAFS.4.RI.2.AP.6b:</a>	Compare and contrast a firsthand and secondhand account of the same event or topic.

[LAFS.4.RI.3.7:](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.7a:</a>	Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.
<a href="#">LAFS.4.RI.3.AP.7b:</a>	Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.
<a href="#">LAFS.4.RI.3.AP.7c:</a>	Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[LAFS.4.RI.3.8:](#)

Explain how an author uses reasons and evidence to support particular points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.8a:</a>	Identify facts and examples that an author uses to support a specific point or argument in an informational text.
<a href="#">LAFS.4.RI.3.AP.8b:</a>	Use two texts to gather different types of information relevant to a specific topic.
<a href="#">LAFS.4.RI.3.AP.8c:</a>	Identify and use the most relevant information from two texts to write or speak about various aspects of a specific topic.

[LAFS.4.RI.3.9:](#)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.9a:</a>	Report out about two or more texts on the same self-selected topic.
<a href="#">LAFS.4.RI.3.AP.9b:</a>	Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.

[LAFS.4.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.4.AP.10a:</a>	Read or listen to and recount self-selected stories, dramas, poetry and other types of increasingly complex text over time.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, **building on others' ideas and expressing their own clearly.**

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[LAFS.4.SL.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.4.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.4.SL.1.AP.1c:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.4.SL.1.AP.1d:</a>	Review the key ideas expressed within a collaborative discussion.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[LAFS.4.SL.1.2:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.2a:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.4.SL.1.3:](#)

Identify the reasons and evidence a speaker provides to support particular points.

### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.3a:</a>	Identify the reasons and evidence a speaker provides to support particular points.

[LAFS.4.SL.2.4:](#)

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.2.AP.4a:</a>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.4.SL.2.AP.4b:</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the **writer's purpose.**
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

[LAFS.4.W.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.1a:</a>	Introduce the topic or text within persuasive writing by stating an opinion.
<a href="#">LAFS.4.W.1.AP.1b:</a>	Provide reasons that include relevant facts and details that support a stated opinion.
<a href="#">LAFS.4.W.1.AP.1c:</a>	Create an organizational structure that lists reasons in a logical order.
<a href="#">LAFS.4.W.1.AP.1d:</a>	Use transitional words and phrases appropriately to link opinion and reasons.
<a href="#">LAFS.4.W.1.AP.1e:</a>	Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.4.W.1.2:](#)

### Related Access Points

Name	Description
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[LAFS.4.W.1.AP.2a:](#) Introduce a topic clearly and group related information in paragraphs and sections.

[LAFS.4.W.1.AP.2b:](#) Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.

[LAFS.4.W.1.AP.2c:](#) Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.

[LAFS.4.W.1.AP.2d:](#) Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).

[LAFS.4.W.1.AP.2e:](#) Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.

[LAFS.4.W.1.AP.2f:](#) Provide a concluding statement or section to support the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

[LAFS.4.W.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.3a:</a>	Orient the reader by setting up the context for the story and introducing a narrator and/or characters.
<a href="#">LAFS.4.W.1.AP.3b:</a>	Sequence events in writing that unfold naturally.
<a href="#">LAFS.4.W.1.AP.3c:</a>	When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.
<a href="#">LAFS.4.W.1.AP.3d:</a>	Use a variety of transitional words and phrases to manage the sequence of events.
<a href="#">LAFS.4.W.1.AP.3e:</a>	Use concrete words and phrases and sensory details to convey experiences and events.
<a href="#">LAFS.4.W.1.AP.3f:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

[LAFS.4.W.2.4:](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.4a:</a>	Produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product.

[LAFS.4.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing that is appropriate to the topic, task and purpose.
<a href="#">LAFS.4.W.2.AP.5b:</a>	With guidance and support from peers and adults, strengthen writing by revising for clarity of meaning (e.g., review product, strengthening story, adding precise language).
<a href="#">LAFS.4.W.2.AP.5c:</a>	With guidance and support from peers and adults, strengthen writing by editing (e.g., capitalization, spelling, punctuation).

[LAFS.4.W.2.6:](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.6a:</a>	With guidance and support from adults, use technology to produce writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.4.W.2.AP.6b:</a>	Develop and use keyboarding skills.
<a href="#">LAFS.4.W.2.AP.6c:</a>	With guidance and support from adults, use technology to publish writing (e.g., post finished writing product on the Web, use software to display writing with accompanying illustration).

[LAFS.4.W.3.7:](#)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.7a:</a>	Follow steps to engage in a short research project (e.g., determine topic, generate research questions, locate information on a topic, organize information related to the topic, draft a permanent product).
<a href="#">LAFS.4.W.3.AP.7b:</a>	Build knowledge on topics through continued engagement in research investigation.

[LAFS.4.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.4.W.3.AP.8b:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.4.W.3.AP.8c:</a>	Identify key details from an informational text that are relevant to the specific topic.

[LAFS.4.W.3.AP.8d:](#) Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.

[LAFS.4.W.3.AP.8e:](#) Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

[LAFS.4.W.3.9:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.9a:</a>	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).

[LAFS.4.W.3.9b:](#)

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

[LAFS.4.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.4.AP.10a:</a>	Write routinely over shorter time frames using a variety of writing opportunities (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.4.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames to engage in the writing process (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

#### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

#### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

#### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

#### Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

[SS.4.A.1.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.

#### Related Access Points

Name	Description
<a href="#">SS.4.A.1.In.a:</a>	Use primary and secondary resources to obtain information about important people and events from Florida history.
<a href="#">SS.4.A.1.Su.a:</a>	Use a primary and secondary resource to obtain information about a famous person or event from Florida history.
<a href="#">SS.4.A.1.Pa.a:</a>	Recognize an artifact, picture, or video about Florida.

Synthesize information related to Florida history through print and electronic media.

[SS.4.A.1.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.1.In.b:</a>	Use print and electronic media to collect information about Florida history.
<a href="#">SS.4.A.1.Su.b:</a>	Use print and electronic media to identify information about Florida history.
<a href="#">SS.4.A.1.Pa.b:</a>	Use technology to access information about Florida.

Compare Native American tribes in Florida.

[SS.4.A.2.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.2.In.a:</a>	Identify important cultural aspects of Native American tribes of Florida, such as living in villages and making pottery.
<a href="#">SS.4.A.2.Su.a:</a>	Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery.
<a href="#">SS.4.A.2.Pa.a:</a>	Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears.

Identify explorers who came to Florida and the motivations for their expeditions.

[SS.4.A.3.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.a:</a>	Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches.
<a href="#">SS.4.A.3.Su.a:</a>	Recognize a European explorer who came to Florida, such as Ponce de Leon.
<a href="#">SS.4.A.3.Pa.a:</a>	Recognize that people came to Florida long ago.

Identify the causes and effects of the Seminole Wars.

[SS.4.A.3.10:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.j:</a>	Recognize that the Seminole tribe wanted to stay in Florida, but the United States fought wars against them and forced them to leave.
<a href="#">SS.4.A.3.Su.j:</a>	Recognize that the United States fought wars against the Seminole tribe.
<a href="#">SS.4.A.3.Pa.j:</a>	Recognize that people fight against each other in a war.

Describe causes and effects of European colonization on the Native American tribes of Florida.

[SS.4.A.3.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.b:</a>	Identify effects of European colonization on Native American tribes in Florida, such as slavery and new diseases.
<a href="#">SS.4.A.3.Su.b:</a>	Recognize an effect of European colonization on Native American tribes in Florida, such as slavery.
<a href="#">SS.4.A.3.Pa.b:</a>	Recognize differences between Europeans and Native Americans.

Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

[SS.4.A.3.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.c:</a>	Recognize St. Augustine as the oldest permanent European settlement in the United States.

<a href="#">SS.4.A.3.Su.c:</a>	Recognize that St. Augustine is an old settlement.
<a href="#">SS.4.A.3.Pa.c:</a>	Recognize that people live together in the same location (settlement).

[SS.4.A.3.4:](#)

Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.d:</a>	Identify that the purpose of missions in Florida was to spread Christianity, the Spanish language, and style of dress to Native Americans.
<a href="#">SS.4.A.3.Su.d:</a>	Recognize that a purpose of the missions in Florida was to spread Christianity to Native Americans.
<a href="#">SS.4.A.3.Pa.d:</a>	Recognize that people live together in the same location (settlement).

Identify the significance of Fort Mose as the first free African community in the United States.

[SS.4.A.3.5:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.
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**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.e:</a>	Identify that African slaves escaped to Fort Mose to live in freedom.
<a href="#">SS.4.A.3.Su.e:</a>	Recognize that African slaves went to Fort Mose to be free.
<a href="#">SS.4.A.3.Pa.e:</a>	Recognize an aspect of freedom.

Identify the effects of Spanish rule in Florida.

[SS.4.A.3.6:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.
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**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.f:</a>	Recognize effects of Spanish rule in early Florida, such as names of cities, agriculture, and weapons.
<a href="#">SS.4.A.3.Su.f:</a>	Recognize an effect of Spanish rule in early Florida, such as names of cities, agriculture, or weapons.
<a href="#">SS.4.A.3.Pa.f:</a>	Recognize a Spanish influence in Florida.

[SS.4.A.3.7:](#)

Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.g:</a>	Identify different nations that controlled Florida, such as Spain or England.
<a href="#">SS.4.A.3.Su.g:</a>	Recognize a nation that controlled Florida, such as Spain.
<a href="#">SS.4.A.3.Pa.g:</a>	Recognize that different groups of people lived in Florida long ago.

[SS.4.A.3.8:](#)

Explain how the Seminole tribe formed and the purpose for their migration.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.h:</a>	Identify that the Seminole tribe went to the Everglades to hide from soldiers trying to force them to leave Florida.
<a href="#">SS.4.A.3.Su.h:</a>	Recognize that the Seminole tribe went to live in the Everglades.
<a href="#">SS.4.A.3.Pa.h:</a>	Recognize a reason for moving (migration).

[SS.4.A.3.9:](#)

Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.i:</a>	Recognize that Spain signed an agreement (treaty) to make Florida a United States territory.
<a href="#">SS.4.A.3.Su.i:</a>	Recognize that Spain gave Florida back to the United States.
<a href="#">SS.4.A.3.Pa.i:</a>	Recognize that Florida is part of the United States.

Explain the effects of technological advances on Florida.

[SS.4.A.4.1:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.
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**Related Access Points**

Name	Description
<a href="#">SS.4.A.4.In.a:</a>	Identify technological advances that affected Florida, such as railroads and steamboats.
<a href="#">SS.4.A.4.Su.a:</a>	Recognize a technological change that affected Florida, such as railroads.
<a href="#">SS.4.A.4.Pa.a:</a>	Recognize modes of transportation in Florida.

Describe pioneer life in Florida.

[SS.4.A.4.2:](#)

<b>Remarks/Examples:</b>
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Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.

### Related Access Points

Name	Description
<a href="#">SS.4.A.4.In.b:</a>	Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.
<a href="#">SS.4.A.4.Su.b:</a>	Recognize a characteristic of pioneer life in Florida, such as farming.
<a href="#">SS.4.A.4.Pa.b:</a>	Recognize that pioneers lived in Florida a long time ago.

Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

[SS.4.A.5.1:](#)

**Remarks/Examples:**  
Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.

### Related Access Points

Name	Description
<a href="#">SS.4.A.5.In.a:</a>	Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.
<a href="#">SS.4.A.5.Su.a:</a>	Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.
<a href="#">SS.4.A.5.Pa.a:</a>	Recognize that battles were fought in Florida in the Civil War.

Summarize challenges Floridians faced during Reconstruction.

[SS.4.A.5.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.

### Related Access Points

Name	Description
<a href="#">SS.4.A.5.In.b:</a>	Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping).
<a href="#">SS.4.A.5.Su.b:</a>	Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers.
<a href="#">SS.4.A.5.Pa.b:</a>	Recognize ways different groups of people work together.

Describe the economic development of Florida's major industries.

[SS.4.A.6.1:](#)

**Remarks/Examples:**  
Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).

### Related Access Points

Name	Description
<a href="#">SS.4.A.6.In.a:</a>	Identify Florida's major industries, such as timber, tourism, and citrus.
<a href="#">SS.4.A.6.Su.a:</a>	Recognize major industries in Florida, such as timber, tourism, and citrus.
<a href="#">SS.4.A.6.Pa.a:</a>	Recognize a major industry in Florida.

Summarize contributions immigrant groups made to Florida.

[SS.4.A.6.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

### Related Access Points

Name	Description
<a href="#">SS.4.A.6.In.b:</a>	Identify contributions of immigrants to Florida, such as language, food, or customs.
<a href="#">SS.4.A.6.Su.b:</a>	Recognize contributions of immigrants to Florida, such as language, food, or customs.
<a href="#">SS.4.A.6.Pa.b:</a>	Recognize variations in language, food, or customs of immigrants in Florida.

Describe the contributions of significant individuals to Florida.

[SS.4.A.6.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.

### Related Access Points

Name	Description
<a href="#">SS.4.A.6.In.c:</a>	Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune.
<a href="#">SS.4.A.6.Su.c:</a>	Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune.
<a href="#">SS.4.A.6.Pa.c:</a>	Recognize that many people made contributions to Florida.

Describe effects of the Spanish American War on Florida.

[SS.4.A.6.4:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.

### Related Access Points

Name	Description
<a href="#">SS.4.A.6.In.d:</a>	Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors.
<a href="#">SS.4.A.6.Su.d:</a>	Recognize that Florida's population increased during the Spanish American War.
<a href="#">SS.4.A.6.Pa.d:</a>	Recognize that many people made contributions to Florida.

Describe the causes and effects of the 1920's Florida land boom and bust.

[SS.4.A.7.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, land speculation.

### Related Access Points

Name	Description
<a href="#">SS.4.A.7.In.a:</a>	Identify the basic causes and effects of the 1920s Florida land boom and bust.
<a href="#">SS.4.A.7.Su.a:</a>	Recognize the cause of the 1920s Florida land bust.
<a href="#">SS.4.A.7.Pa.a:</a>	Recognize an effect of the Florida land bust.

Summarize challenges Floridians faced during the Great Depression.

[SS.4.A.7.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.

### Related Access Points

Name	Description
<a href="#">SS.4.A.7.In.b:</a>	Identify challenges Floridians faced during the Great Depression.
<a href="#">SS.4.A.7.Su.b:</a>	Recognize challenges Floridians faced during the Great Depression.
<a href="#">SS.4.A.7.Pa.b:</a>	Recognize a challenge of the Great Depression.

Identify Florida's role in World War II.

[SS.4.A.7.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.

### Related Access Points

Name	Description
<a href="#">SS.4.A.7.In.c:</a>	Recognize Florida's role in World War II.
<a href="#">SS.4.A.7.Su.c:</a>	Recognize that Florida played a role in World War II.
<a href="#">SS.4.A.7.Pa.c:</a>	Recognize that people in Florida were involved in a war.

Identify Florida's role in the Civil Rights Movement.

[SS.4.A.8.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

### Related Access Points

Name	Description
<a href="#">SS.4.A.8.In.a:</a>	Recognize Florida's role in the Civil Rights Movement, such as the Tallahassee Bus Boycotts and efforts of Governor Collins to integrate African Americans into government.
<a href="#">SS.4.A.8.Su.a:</a>	Recognize that Florida played a role in the Civil Rights Movement.
<a href="#">SS.4.A.8.Pa.a:</a>	Recognize that people have rights.

[SS.4.A.8.2:](#)

Describe how and why immigration impacts Florida today.

### Related Access Points

Name	Description
<a href="#">SS.4.A.8.In.b:</a>	Identify how immigration impacts Florida today.
<a href="#">SS.4.A.8.Su.b:</a>	Recognize how immigration impacts Florida today.
<a href="#">SS.4.A.8.Pa.b:</a>	Recognize that people move into Florida today.

[SS.4.A.8.3:](#)

Describe the effect of the United States space program on Florida's economy and growth.

### Related Access Points

Name	Description
<a href="#">SS.4.A.8.In.c:</a>	Recognize ways that Florida has changed due to the space program, such as new technologies and population growth.
<a href="#">SS.4.A.8.Su.c:</a>	Recognize a way Florida has changed due to the space program, such as new technologies or population growth.
<a href="#">SS.4.A.8.Pa.c:</a>	Recognize an aspect of Florida's space program.

[SS.4.A.8.4:](#)

Explain how tourism affects Florida's economy and growth.

### Related Access Points

Name	Description
<a href="#">SS.4.A.8.In.d:</a>	Recognize that tourism brings people, money, and jobs to Florida.
<a href="#">SS.4.A.8.Su.d:</a>	Recognize that tourism brings people and money to Florida.
<a href="#">SS.4.A.8.Pa.d:</a>	Recognize a characteristic of tourism in Florida, such as people.

[SS.4.A.9.1:](#) Utilize timelines to sequence key events in Florida history.

### Related Access Points

Name	Description
<a href="#">SS.4.A.9.In.a:</a>	Complete a timeline to sequence important events in Florida history.
<a href="#">SS.4.A.9.Su.a:</a>	Sequence pictures on a timeline to show important events in Florida history.
<a href="#">SS.4.A.9.Pa.a:</a>	Recognize pictures on a simple timeline of important events in Florida.

[SS.4.C.1.1:](#) Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

### Related Access Points

Name	Description
<a href="#">SS.4.C.1.In.a:</a>	Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.
<a href="#">SS.4.C.1.Su.a:</a>	Recognize that Florida's constitution protects the rights of Florida's citizens.
<a href="#">SS.4.C.1.Pa.a:</a>	Recognize the right of citizens to access and participate in community activities.

Discuss public issues in Florida that impact the daily lives of its citizens.

[SS.4.C.2.1:](#)

<b>Remarks/Examples:</b> (e.g., taxes, school accountability)
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### Related Access Points

Name	Description
<a href="#">SS.4.C.2.In.a:</a>	Identify common public issues in Florida that impact the daily lives of its citizens.
<a href="#">SS.4.C.2.Su.a:</a>	Recognize common public issues in Florida that impact the daily lives of its citizens.
<a href="#">SS.4.C.2.Pa.a:</a>	Recognize a common public issue in the local community that impacts the daily lives of its citizens.

Identify ways citizens work together to influence government and help solve community and state problems.

[SS.4.C.2.2:](#)

<b>Remarks/Examples:</b> Examples are voting, petitioning, conservation, recycling.
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### Related Access Points

Name	Description
<a href="#">SS.4.C.2.In.b:</a>	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.
<a href="#">SS.4.C.2.Su.b:</a>	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.
<a href="#">SS.4.C.2.Pa.b:</a>	Recognize a way to work with a group to help solve a problem.

[SS.4.C.2.3:](#) Explain the importance of public service, voting, and volunteerism.

### Related Access Points

Name	Description
<a href="#">SS.4.C.2.In.c:</a>	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.
<a href="#">SS.4.C.2.Su.c:</a>	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.
<a href="#">SS.4.C.2.Pa.c:</a>	Recognize a way to work with a group to help solve a problem.

[SS.4.C.3.1:](#) Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

### Related Access Points

Name	Description
<a href="#">SS.4.C.3.In.a:</a>	Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).
<a href="#">SS.4.C.3.Su.a:</a>	Recognize that Florida has three branches of government with a governor, lawmakers, and judges.
<a href="#">SS.4.C.3.Pa.a:</a>	Recognize that Florida has a governor.

[SS.4.C.3.2:](#) Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

### Related Access Points

Name	Description
<a href="#">SS.4.C.3.In.b:</a>	Identify differences between state and local government, including the role of leaders and lawmakers.
<a href="#">SS.4.C.3.Su.b:</a>	Recognize a difference between state and local government, such as governor and mayor.
<a href="#">SS.4.C.3.Pa.b:</a>	Recognize the leader of the state government (governor).

Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

[SS.4.E.1.1:](#)

**Remarks/Examples:**

Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.

**Related Access Points**

Name	Description
<a href="#">SS.4.E.1.In.a:</a>	Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads).
<a href="#">SS.4.E.1.Su.a:</a>	Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks).
<a href="#">SS.4.E.1.Pa.a:</a>	Recognize that many people made contributions to Florida.

Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

[SS.4.E.1.2:](#)

**Remarks/Examples:**

Examples are tourism, agriculture, phosphate, space industry.

**Related Access Points**

Name	Description
<a href="#">SS.4.E.1.In.b:</a>	Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry.
<a href="#">SS.4.E.1.Su.b:</a>	Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry.
<a href="#">SS.4.E.1.Pa.b:</a>	Associate a good or service with Florida, such as oranges, spacecraft, or theme parks.

Identify physical features of Florida.

[SS.4.G.1.1:](#)

**Remarks/Examples:**

Examples are bodies of water, location, landforms.

**Related Access Points**

Name	Description
<a href="#">SS.4.G.1.In.a:</a>	Recognize physical features of Florida, such as bodies of water, location, and landforms.
<a href="#">SS.4.G.1.Su.a:</a>	Recognize selected physical features of Florida, such as bodies of water and landforms.
<a href="#">SS.4.G.1.Pa.a:</a>	Recognize a physical feature of Florida, such as water.

Locate and label cultural features on a Florida map.

[SS.4.G.1.2:](#)

**Remarks/Examples:**

Examples are state capitals, major cities, tourist attractions.

**Related Access Points**

Name	Description
<a href="#">SS.4.G.1.In.b:</a>	Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions.
<a href="#">SS.4.G.1.Su.b:</a>	Recognize a cultural feature on a Florida map, such as the state capital or a major city.
<a href="#">SS.4.G.1.Pa.b:</a>	Associate an outline map or image with the state of Florida.

Explain how weather impacts Florida.

[SS.4.G.1.3:](#)

**Remarks/Examples:**

Examples are hurricanes, thunderstorms, drought, mild climate.

**Related Access Points**

Name	Description
<a href="#">SS.4.G.1.In.c:</a>	Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.
<a href="#">SS.4.G.1.Su.c:</a>	Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.
<a href="#">SS.4.G.1.Pa.c:</a>	Recognize examples of weather in Florida, such as thunderstorms.

Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

[SS.4.G.1.4:](#)

**Related Access Points**

Name	Description
<a href="#">SS.4.G.1.In.d:</a>	Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.
<a href="#">SS.4.G.1.Su.d:</a>	Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend.
<a href="#">SS.4.G.1.Pa.d:</a>	Associate a picture or symbol with a location on a Florida map.

There are more than 255 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12877>



# Access Social Studies - Grade 5 (#7721016)

{ [Social Studies - Grade Five - 5021070](#) }

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<b>Course Number:</b> 7721016	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS SOC ST - 5
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 5	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.								
<a href="#">HE.5.C.2.4:</a>	<p>Give examples of school and public health policies that influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b> Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.5.C.2.In.d:</a></td> <td>Identify selected school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.</td> </tr> <tr> <td><a href="#">HE.5.C.2.Su.d:</a></td> <td>Recognize school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.</td> </tr> <tr> <td><a href="#">HE.5.C.2.Pa.d:</a></td> <td>Recognize ways the school influences health practices of children, such as offering after-school activities, community safety-education programs, a variety of nutritious foods at lunch, and bus-safety rules.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.5.C.2.In.d:</a>	Identify selected school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.	<a href="#">HE.5.C.2.Su.d:</a>	Recognize school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.	<a href="#">HE.5.C.2.Pa.d:</a>	Recognize ways the school influences health practices of children, such as offering after-school activities, community safety-education programs, a variety of nutritious foods at lunch, and bus-safety rules.
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<a href="#">LAFS.5.RI.1.1:</a>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.								
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<a href="#">LAFS.5.RI.1.AP.1a:</a>	Quote accurately from a text when explaining what the text says explicitly.								

[LAFS.5.RI.1.AP.1b:](#) Quote accurately from a text to support inferences.

[LAFS.5.RI.1.2:](#)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.1.AP.2a:</a>	Determine the main ideas of a text.
<a href="#">LAFS.5.RI.1.AP.2b:</a>	Identify key details that support the main idea.
<a href="#">LAFS.5.RI.1.AP.2c:</a>	Summarize the text read, read aloud or presented in diverse media.

[LAFS.5.RI.1.3:](#)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.1.AP.3a:</a>	Identify the relationship between two or more individuals in a historical, scientific or technical text.
<a href="#">LAFS.5.RI.1.AP.3b:</a>	Identify the relationship between two or more events of concepts in a historical, scientific or technical text.
<a href="#">LAFS.5.RI.1.AP.3c:</a>	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

[LAFS.5.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.
<a href="#">LAFS.5.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

[LAFS.5.RI.2.5:](#)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.5a:</a>	Use signal words as a means of locating information (e.g., knowing that “because” or “as a result of” may help link a cause to a result).
<a href="#">LAFS.5.RI.2.AP.5b:</a>	Use signal word to identify common types of text structure.
<a href="#">LAFS.5.RI.2.AP.5c:</a>	Identify the structure of both texts (chronological order, compare/contrast, cause/effect, problem/solution).
<a href="#">LAFS.5.RI.2.AP.5d:</a>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.

[LAFS.5.RI.2.6:](#)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.6a:</a>	Analyze multiple accounts of the same event or topic.
<a href="#">LAFS.5.RI.2.AP.6b:</a>	Note similarities and differences in the point of view of multiple accounts of the same event or topic.

[LAFS.5.RI.3.7:](#)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.7a:</a>	Locate information from multiple print or digital sources on the same topic.
<a href="#">LAFS.5.RI.3.AP.7b:</a>	Refer to multiple print or digital sources to locate the answer to a question or solve a problem.
<a href="#">LAFS.5.RI.3.AP.7c:</a>	Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).

[LAFS.5.RI.3.8:](#)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.8a:</a>	Explain how an author uses reasons and evidence to support particular points in a text.
<a href="#">LAFS.5.RI.3.AP.8b:</a>	Identify reasons and evidence that support an author’s point(s) in a text.
<a href="#">LAFS.5.RI.3.AP.8c:</a>	Identify the author’s stated thesis/claim/opinion.
<a href="#">LAFS.5.RI.3.AP.8d:</a>	Identify evidence the author uses to support stated thesis/claim/opinion.

[LAFS.5.RI.3.9:](#)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.9a:</a>	Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).

[LAFS.5.RI.3.AP.9b:](#) Integrate information on a topic from multiple sources to answer a question or support a focus or opinion in writing or presentation.

[LAFS.5.RI.4.10:](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.4.AP.10a:</a>	Read or listen to a variety of texts including history/social studies, science and technical nonfiction texts.
<a href="#">LAFS.5.RI.4.AP.10b:</a>	Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.5.SL.1.1:](#)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1b:</a>	Follow discussion rules and protocols using academic language.
<a href="#">LAFS.5.SL.1.AP.1c:</a>	Review and respond to the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1d:</a>	Elaborate and build on others' ideas using textual evidence to support their own ideas.

[LAFS.5.SL.1.2:](#)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.2a:</a>	Determine the narrative point of view of a text read, read aloud or viewed.
<a href="#">LAFS.5.SL.1.AP.2b:</a>	Summarize the text or a portion of the text read, read aloud or presented in diverse media.

[LAFS.5.SL.1.3:](#)

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.5.SL.1.AP.3b:</a>	Identify a speaker's points or claims.
<a href="#">LAFS.5.SL.1.AP.3c:</a>	Identify reasons and evidence that a speaker provides to support points or claims.
<a href="#">LAFS.5.SL.1.AP.3d:</a>	Explain how at least one perspective in a discussion is supported by reasons and evidence.

[LAFS.5.SL.2.4:](#)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.2.AP.4a:</a>	Orally present a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.5.SL.2.AP.4b:</a>	Speak clearly and at an understandable pace.
<a href="#">LAFS.5.SL.2.AP.4c:</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[LAFS.5.W.1.1:](#)

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.1a:</a>	Provide an introduction that states own opinion within persuasive text.
<a href="#">LAFS.5.W.1.AP.1b:</a>	Create an organizational structure in which ideas are logically grouped to support the writer's opinion.
<a href="#">LAFS.5.W.1.AP.1c:</a>	Provide relevant facts to support stated opinion or reasons within persuasive writing.
<a href="#">LAFS.5.W.1.AP.1d:</a>	Link opinions and reasons using words, phrases and clauses.
<a href="#">LAFS.5.W.1.AP.1e:</a>	Provide a clear concluding statement or section related to the opinion stated.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings),

illustrations, and multimedia when useful to aiding comprehension.

[LAFS.5.W.1.2:](#)

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.2a:</a>	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.
<a href="#">LAFS.5.W.1.AP.2b:</a>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
<a href="#">LAFS.5.W.1.AP.2c:</a>	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.5.W.1.AP.2d:</a>	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.
<a href="#">LAFS.5.W.1.AP.2e:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.5.W.1.AP.2f:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.5.W.1.AP.2g:</a>	Provide a concluding statement or section to summarize the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[LAFS.5.W.1.3:](#)

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.3a:</a>	Orient the reader by establishing a situation and introducing a narrator and/or characters.
<a href="#">LAFS.5.W.1.AP.3b:</a>	Organize ideas and events so that they unfold naturally.
<a href="#">LAFS.5.W.1.AP.3c:</a>	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
<a href="#">LAFS.5.W.1.AP.3d:</a>	Use transitional words, phrases and clauses to manage the sequence of events.
<a href="#">LAFS.5.W.1.AP.3e:</a>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<a href="#">LAFS.5.W.1.AP.3f:</a>	Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.
<a href="#">LAFS.5.W.1.AP.3g:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated events.

[LAFS.5.W.2.4:](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.4a:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
<a href="#">LAFS.5.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
<a href="#">LAFS.5.W.2.AP.4c:</a>	Produce a clear, coherent, permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose and audience.

[LAFS.5.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for narrative writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.5.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for informative writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
<a href="#">LAFS.5.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.5.W.2.AP.5d:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing.
<a href="#">LAFS.5.W.2.AP.5e:</a>	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.

[LAFS.5.W.2.6:](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use the Internet to gather information, use word processing to generate and collaborate on writing).

[LAFS.5.W.2.AP.6b:](#) Develop keyboarding skills.

[LAFS.5.W.3.7:](#) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.5.W.3.8:](#) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.3.AP.8a:</a>	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8b:</a>	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8c:</a>	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8d:</a>	Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- [LAFS.5.W.3.9:](#)
- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
  - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.3.AP.9a:</a>	Draw evidence from literary text to support an analysis or reflection.
<a href="#">LAFS.5.W.3.AP.9b:</a>	Draw evidence from informational text to support an analysis, reflection or research.

[LAFS.5.W.3.9b:](#) Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

[LAFS.5.W.4.10:](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.5.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

#### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#) Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#) Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

[MAFS.K12.MP.5.1:](#)

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[SS.5.A.1.1:](#)

Use primary and secondary sources to understand history.

**Remarks/Examples:**  
Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.1.In.a:</a>	Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.
<a href="#">SS.5.A.1.Su.a:</a>	Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.
<a href="#">SS.5.A.1.Pa.a:</a>	Recognize artifacts, photographs, or video recordings related to people or events from the past.

[SS.5.A.1.2:](#)

Utilize timelines to identify and discuss American History time periods.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.1.In.b:</a>	Complete a timeline to sequence important events in American history.
<a href="#">SS.5.A.1.Su.b:</a>	Sequence events to match dates on a timeline about American history.
<a href="#">SS.5.A.1.Pa.b:</a>	Sequence pictures that show events about America.

[SS.5.A.2.1:](#)

Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

**Remarks/Examples:**  
Examples may include, but are not limited to, those listed in the benchmark.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.2.In.a:</a>	Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit.
<a href="#">SS.5.A.2.Su.a:</a>	Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing.
<a href="#">SS.5.A.2.Pa.a:</a>	Recognize differences in aspects of culture.

[SS.5.A.2.2:](#)

Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

**Remarks/Examples:**  
Examples may include, but are not limited to, those listed in the benchmark.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.2.In.b:</a>	Recognize that Native American tribes lived in different parts of North America and had different customs.
<a href="#">SS.5.A.2.Su.b:</a>	Recognize that many different Native American tribes lived in North America.
<a href="#">SS.5.A.2.Pa.b:</a>	Recognize differences in Native American tribes.

[SS.5.A.2.3:](#)

Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.2.In.c:</a>	Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.
<a href="#">SS.5.A.2.Su.c:</a>	Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.
<a href="#">SS.5.A.2.Pa.c:</a>	Recognize differences in Native American tribes.

[SS.5.A.3.1:](#)

Describe technological developments that shaped European exploration.

**Remarks/Examples:**  
Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.

**Related Access Points**

Name	Description
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<a href="#">SS.5.A.3.In.a:</a>	Recognize inventions that made exploration safer, such as the compass and seaworthy ships.
<a href="#">SS.5.A.3.Su.a:</a>	Recognize that exploration in ships was made safer with the compass.
<a href="#">SS.5.A.3.Pa.a:</a>	Recognize that tools make travel safe.

Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

[SS.5.A.3.2:](#)

<b>Remarks/Examples:</b> In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.
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**Related Access Points**

Name	Description
<a href="#">SS.5.A.3.In.b:</a>	Identify a European explorer, the sponsoring country, and a reason for the exploration.
<a href="#">SS.5.A.3.Su.b:</a>	Recognize a reason why a European explorer came to America.
<a href="#">SS.5.A.3.Pa.b:</a>	Recognize that exploration involves looking for something new.

Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

[SS.5.A.3.3:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.
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**Related Access Points**

Name	Description
<a href="#">SS.5.A.3.In.c:</a>	Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
<a href="#">SS.5.A.3.Su.c:</a>	Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
<a href="#">SS.5.A.3.Pa.c:</a>	Recognize ways different groups interact with each other.

Identify the economic, political and socio-cultural motivation for colonial settlement.

[SS.5.A.4.1:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade..
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**Related Access Points**

Name	Description
<a href="#">SS.5.A.4.In.a:</a>	Identify reasons the colonists settled in America, such as to obtain land and religious freedom.
<a href="#">SS.5.A.4.Su.a:</a>	Recognize a reason why colonists settled in America, such as to obtain land.
<a href="#">SS.5.A.4.Pa.a:</a>	Recognize a reason why people move to a different place.

Compare characteristics of New England, Middle, and Southern colonies.

[SS.5.A.4.2:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.
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**Related Access Points**

Name	Description
<a href="#">SS.5.A.4.In.b:</a>	Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern).
<a href="#">SS.5.A.4.Su.b:</a>	Recognize resources found in a colonial region, such as farms in the Southern Colonies.
<a href="#">SS.5.A.4.Pa.b:</a>	Recognize that different regions had different resources.

Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

[SS.5.A.4.3:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.
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**Related Access Points**

Name	Description
<a href="#">SS.5.A.4.In.c:</a>	Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies).
<a href="#">SS.5.A.4.Su.c:</a>	Recognize that leaders helped start new colonies.
<a href="#">SS.5.A.4.Pa.c:</a>	Recognize that different regions had different leaders.

Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

[SS.5.A.4.4:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.
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**Related Access Points**

Name	Description
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[SS.5.A.4.In.d:](#) Identify various aspects of daily colonial life, such as farming, education, and games.

[SS.5.A.4.Su.d:](#) Recognize aspects of daily colonial life, such as farming and education.

[SS.5.A.4.Pa.d:](#) Recognize an aspect of colonial life, such as education.

[SS.5.A.4.5:](#) Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

#### Related Access Points

Name	Description
<a href="#">SS.5.A.4.In.e:</a>	Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe.
<a href="#">SS.5.A.4.Su.e:</a>	Recognize that slaves were taken from Africa to work for others in the British Colonies.
<a href="#">SS.5.A.4.Pa.e:</a>	Recognize that slaves were forced to work for others.

Describe the introduction, impact, and role of slavery in the colonies.

[SS.5.A.4.6:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).

#### Related Access Points

Name	Description
<a href="#">SS.5.A.4.In.f:</a>	Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them.
<a href="#">SS.5.A.4.Su.f:</a>	Recognize that farmers in the Southern Colonies had large farms with slaves.
<a href="#">SS.5.A.4.Pa.f:</a>	Recognize that slaves were forced to work for others.

Identify and explain significant events leading up to the American Revolution.

[SS.5.A.5.1:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.

#### Related Access Points

Name	Description
<a href="#">SS.5.A.5.In.a:</a>	Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England.
<a href="#">SS.5.A.5.Su.a:</a>	Recognize an event that led to the American Revolution, such as unfair taxes.
<a href="#">SS.5.A.5.Pa.a:</a>	Recognize that the people who settled in America were unhappy with the King of England.

Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

[SS.5.A.5.10:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."

#### Related Access Points

Name	Description
<a href="#">SS.5.A.5.In.j:</a>	Recognize that the Constitution outlines the principles of the American government.
<a href="#">SS.5.A.5.Su.j:</a>	Recognize that the Constitution is the set of laws Americans follow.
<a href="#">SS.5.A.5.Pa.j:</a>	Recognize that the government makes laws for its people.

Identify significant individuals and groups who played a role in the American Revolution.

[SS.5.A.5.2:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.

#### Related Access Points

Name	Description
<a href="#">SS.5.A.5.In.b:</a>	Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin.
<a href="#">SS.5.A.5.Su.b:</a>	Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin.
<a href="#">SS.5.A.5.Pa.b:</a>	Recognize George Washington.

Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

[SS.5.A.5.3:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.

#### Related Access Points

Name	Description
<a href="#">SS.5.A.5.In.c:</a>	Identify that the Declaration of Independence stated that colonists wanted freedom from England.
<a href="#">SS.5.A.5.Su.c:</a>	Recognize that the colonists supported the Declaration of Independence.

[SS.5.A.5.Pa.c:](#) Recognize that the colonists wanted freedom from a king.

Examine and explain the changing roles and impact of significant women during the American Revolution.

[SS.5.A.5.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.d:</a>	Identify the role a woman played during the American Revolution, such as Martha Washington.
<a href="#">SS.5.A.5.Su.d:</a>	Recognize a famous woman from the American Revolution, such as Martha Washington.
<a href="#">SS.5.A.5.Pa.d:</a>	Recognize that women helped during the American Revolution.

Examine and compare major battles and military campaigns of the American Revolution.

[SS.5.A.5.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.e:</a>	Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge.
<a href="#">SS.5.A.5.Su.e:</a>	Recognize that George Washington led the troops against England during the American Revolution.
<a href="#">SS.5.A.5.Pa.e:</a>	Recognize that the colonists fought in the American Revolution.

Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

[SS.5.A.5.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.f:</a>	Recognize that France and other countries contributed money and supplies to help the colonists fight against England.
<a href="#">SS.5.A.5.Su.f:</a>	Recognize that the colonists needed help from other countries to win the Revolution.
<a href="#">SS.5.A.5.Pa.f:</a>	Recognize that other groups (countries) helped the colonists.

Explain economic, military, and political factors which led to the end of the Revolutionary War.

[SS.5.A.5.7:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.g:</a>	Recognize that France and other countries contributed money and supplies to help the colonists fight against England.
<a href="#">SS.5.A.5.Su.g:</a>	Recognize that the colonists needed help from other countries to win the Revolution.
<a href="#">SS.5.A.5.Pa.g:</a>	Recognize that other groups (countries) helped the colonists.

Evaluate the personal and political hardships resulting from the American Revolution.

[SS.5.A.5.8:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.h:</a>	Recognize that there was no money or supplies left for the new government after the American Revolution.
<a href="#">SS.5.A.5.Su.h:</a>	Recognize that the colonists needed more money and supplies after the American Revolution.
<a href="#">SS.5.A.5.Pa.h:</a>	Recognize that colonists need supplies.

Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

[SS.5.A.5.9:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, those listed in the benchmark.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.i:</a>	Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward.
<a href="#">SS.5.A.5.Su.i:</a>	Recognize that the United States wanted to add new lands after the Revolution.
<a href="#">SS.5.A.5.Pa.i:</a>	Recognize that the United States grew in size.

[SS.5.A.6.1:](#)

Describe the causes and effects of the Louisiana Purchase.

### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.a:</a>	Identify the major cause and effect of the Louisiana Purchase.
<a href="#">SS.5.A.6.Su.a:</a>	Recognize that the Louisiana Purchase made the United States twice its original size.
<a href="#">SS.5.A.6.Pa.a:</a>	Recognize that the United States was made larger by buying land.

Identify roles and contributions of significant people during the period of westward expansion.

[SS.5.A.6.2:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.
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### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.b:</a>	Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson.
<a href="#">SS.5.A.6.Su.b:</a>	Recognize that Lewis and Clark led an expedition during the westward expansion.
<a href="#">SS.5.A.6.Pa.b:</a>	Recognize that people explore new lands.

Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

[SS.5.A.6.3:](#)

<b>Remarks/Examples:</b> In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.
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### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.c:</a>	Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express.
<a href="#">SS.5.A.6.Su.c:</a>	Recognize a change in transportation in America during the 1800s, such as railroads.
<a href="#">SS.5.A.6.Pa.c:</a>	Recognize a method of transportation.

Explain the importance of the explorations west of the Mississippi River.

[SS.5.A.6.4:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.
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### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.d:</a>	Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.
<a href="#">SS.5.A.6.Su.d:</a>	Recognize that Lewis and Clark led an expedition during the westward expansion.
<a href="#">SS.5.A.6.Pa.d:</a>	Recognize that people explore new lands.

Identify the causes and effects of the War of 1812.

[SS.5.A.6.5:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.
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### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.e:</a>	Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase.
<a href="#">SS.5.A.6.Su.e:</a>	Recognize that America fought England to keep the Mississippi River in the War of 1812.
<a href="#">SS.5.A.6.Pa.e:</a>	Recognize that different groups wanted the same land.

Explain how westward expansion affected Native Americans.

[SS.5.A.6.6:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.
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### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.f:</a>	Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.
<a href="#">SS.5.A.6.Su.f:</a>	Recognize that many Native Americans died or lost their homes due to westward expansion.
<a href="#">SS.5.A.6.Pa.f:</a>	Recognize that different groups wanted the same land.

[SS.5.A.6.7:](#)

Discuss the concept of Manifest Destiny.

### Related Access Points

Name	Description
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[SS.5.A.6.In.g.](#) Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent.

[SS.5.A.6.Su.g.](#) Recognize that many Native Americans died or lost their homes due to westward expansion.

[SS.5.A.6.Pa.g.](#) Recognize that different groups wanted the same land.

[SS.5.A.6.8:](#)

Describe the causes and effects of the Missouri Compromise.

#### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.h.</a>	Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).
<a href="#">SS.5.A.6.Su.h.</a>	Recognize that people in the South could own slaves, but people in the North could not.
<a href="#">SS.5.A.6.Pa.h.</a>	Recognize that states had different ideas about slavery.

Describe the hardships of settlers along the overland trails to the west.

[SS.5.A.6.9:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.

#### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.i.</a>	Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.
<a href="#">SS.5.A.6.Su.i.</a>	Recognize a hardship of settlers moving west, such as poor weather or bad trails.
<a href="#">SS.5.A.6.Pa.i.</a>	Recognize a method of travel used by settlers, such as a covered wagon.

[SS.5.C.1.1:](#)

Explain how and why the United States government was created.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.1.In.a.</a>	Identify reasons for creating the United States government, such as to provide services and protection for citizens.
<a href="#">SS.5.C.1.Su.a.</a>	Recognize a reason for creating the United States government, such as to provide services or protection for citizens.
<a href="#">SS.5.C.1.Pa.a.</a>	Recognize that governments make laws to keep people safe.

[SS.5.C.1.2:](#)

Define a constitution, and discuss its purposes.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.1.In.b.</a>	Recognize that a constitution is the foundation of the laws of a government.
<a href="#">SS.5.C.1.Su.b.</a>	Recognize that a constitution is a set of laws.
<a href="#">SS.5.C.1.Pa.b.</a>	Recognize that governments make laws to keep people safe.

Explain the definition and origin of rights.

[SS.5.C.1.3:](#)

#### Remarks/Examples:

Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.1.In.c.</a>	Identify examples of natural rights, such as the right to life and freedom.
<a href="#">SS.5.C.1.Su.c.</a>	Recognize natural rights, such as the right to life and freedom.
<a href="#">SS.5.C.1.Pa.c.</a>	Recognize a right of people, such as freedom.

[SS.5.C.1.4:](#)

Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.1.In.d.</a>	Identify that the Declaration of Independence included justification for America's independence.
<a href="#">SS.5.C.1.Su.d.</a>	Recognize that the Declaration of Independence included justification for America's independence.
<a href="#">SS.5.C.1.Pa.d.</a>	Recognize a right of people, such as freedom.

[SS.5.C.1.5:](#)

Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.1.In.e.</a>	Identify that the Bill of Rights was written to guarantee the individual rights of American citizens.
<a href="#">SS.5.C.1.Su.e.</a>	Recognize that the Bill of Rights lists the rights of individuals.
<a href="#">SS.5.C.1.Pa.e.</a>	Recognize a right of people, such as freedom.

[SS.5.C.1.6:](#)

Compare Federalist and Anti-Federalist views of government.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.1.In.f.</a>	Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists.
<a href="#">SS.5.C.1.Su.f.</a>	Recognize that people have different views about the power of the United States government.
<a href="#">SS.5.C.1.Pa.f.</a>	Recognize that people have different points of view.

[SS.5.C.2.1:](#)

Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.2.In.a.</a>	Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution.
<a href="#">SS.5.C.2.Su.a.</a>	Recognize the point of view (political ideas) of Patriots during the American Revolution.
<a href="#">SS.5.C.2.Pa.a.</a>	Recognize that groups may have different points of view.

Compare forms of political participation in the colonial period to today.

[SS.5.C.2.2:](#)

**Remarks/Examples:**  
Examples are who participated and how they participated.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.2.In.b.</a>	Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests.
<a href="#">SS.5.C.2.Su.b.</a>	Recognize an example of political participation used today, such as voting or contacting representatives.
<a href="#">SS.5.C.2.Pa.b.</a>	Recognize that voting is a form of participation.

[SS.5.C.2.3:](#)

Analyze how the Constitution has expanded voting rights from our nation's early history to today.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.2.In.c.</a>	Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.
<a href="#">SS.5.C.2.Su.c.</a>	Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past.
<a href="#">SS.5.C.2.Pa.c.</a>	Recognize that people can vote in America.

Evaluate the importance of civic responsibilities in American democracy.

[SS.5.C.2.4:](#)

**Remarks/Examples:**  
Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.2.In.d.</a>	Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes.
<a href="#">SS.5.C.2.Su.d.</a>	Identify civic responsibilities, such as voting, serving on a jury, and paying taxes.
<a href="#">SS.5.C.2.Pa.d.</a>	Recognize a way to be a responsible citizen, such as voting.

Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

[SS.5.C.2.5:](#)

**Remarks/Examples:**  
Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.2.In.e.</a>	Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues.
<a href="#">SS.5.C.2.Su.e.</a>	Recognize a way that a good citizen can become more active in government, such as by running for office.
<a href="#">SS.5.C.2.Pa.e.</a>	Recognize a way to be a responsible citizen, such as voting.

[SS.5.C.3.1:](#)

Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.5.C.3.In.a.</a>	Recognize that the three branches of the United States government have separate powers.
<a href="#">SS.5.C.3.Su.a.</a>	Recognize the three branches of the United States government.
<a href="#">SS.5.C.3.Pa.a.</a>	Recognize the United States has a government.

[SS.5.C.3.2:](#)

Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

#### Related Access Points

Name	Description
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[SS.5.C.3.In.b:](#) Identify that the United States Constitution is based on the principle of the separation of powers.

[SS.5.C.3.Su.b:](#) Recognize that the United States Constitution specifies the powers of the branches of government.

[SS.5.C.3.Pa.b:](#) Recognize the United States has a government.

Give examples of powers granted to the federal government and those reserved for the states.

[SS.5.C.3.3:](#)

**Remarks/Examples:**

Examples are coining money, declaring war, creating public schools, making traffic laws.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.3.In.c:</a>	Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools.
<a href="#">SS.5.C.3.Su.c:</a>	Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools.
<a href="#">SS.5.C.3.Pa.c:</a>	Recognize that government provides services, such as coining money or creating schools.

Describe the amendment process as defined in Article V of the Constitution and give examples.

[SS.5.C.3.4:](#)

**Remarks/Examples:**

Examples are the Bill of Rights and 26th Amendment.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.3.In.d:</a>	Recognize that a change to the Constitution (amendment) is created by following specific steps.
<a href="#">SS.5.C.3.Su.d:</a>	Recognize that a change to the law is an amendment.
<a href="#">SS.5.C.3.Pa.d:</a>	Recognize that a law can be changed.

[SS.5.C.3.5:](#)

Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.3.In.e:</a>	Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly.
<a href="#">SS.5.C.3.Su.e:</a>	Recognize a right granted in the Bill of Rights, such as freedom of speech or religion.
<a href="#">SS.5.C.3.Pa.e:</a>	Recognize that citizens have rights.

[SS.5.C.3.6:](#)

Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.3.In.f:</a>	Identify the role of the courts in the American legal system in settling conflicts.
<a href="#">SS.5.C.3.Su.f:</a>	Recognize that a court settles conflicts between people.
<a href="#">SS.5.C.3.Pa.f:</a>	Recognize that conflicts can be settled.

Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

[SS.5.E.1.1:](#)

**Remarks/Examples:**

Examples are Triangular Trade and tobacco.

**Related Access Points**

Name	Description
<a href="#">SS.5.E.1.In.a:</a>	Identify examples of how people traded with each other in North America from pre-Columbian times to 1850.
<a href="#">SS.5.E.1.Su.a:</a>	Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850.
<a href="#">SS.5.E.1.Pa.a:</a>	Recognize that people trade goods and services.

[SS.5.E.1.2:](#)

Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

**Related Access Points**

Name	Description
<a href="#">SS.5.E.1.In.b:</a>	Identify a characteristic of a market economy, such as available resources, demand, or available labor.
<a href="#">SS.5.E.1.Su.b:</a>	Recognize that people produce goods that others want to buy (market economy).
<a href="#">SS.5.E.1.Pa.b:</a>	Recognize that people trade goods and services.

Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

[SS.5.E.1.3:](#)

**Remarks/Examples:**

Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

**Related Access Points**

Name	Description
<a href="#">SS.5.E.1.In.c:</a>	Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin.
<a href="#">SS.5.E.1.Su.c:</a>	Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin.
<a href="#">SS.5.E.1.Pa.c:</a>	Identify an invention that helps people, such as a stove.

[SS.5.E.2.1:](#)

Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

**Related Access Points**

Name	Description
<a href="#">SS.5.E.2.In.a:</a>	Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.
<a href="#">SS.5.E.2.Su.a:</a>	Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.
<a href="#">SS.5.E.2.Pa.a:</a>	Recognize that people can trade voluntarily.

Interpret current and historical information using a variety of geographic tools.

[SS.5.G.1.1:](#)

**Remarks/Examples:**  
 Examples are maps, globes, Geographic Information Systems (GIS).

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.a:</a>	Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images.
<a href="#">SS.5.G.1.Su.a:</a>	Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image.
<a href="#">SS.5.G.1.Pa.a:</a>	Recognize information using a selected geographic tool.

[SS.5.G.1.2:](#)

Use latitude and longitude to locate places.

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.b:</a>	Use a coordinate grid on a map to locate places.
<a href="#">SS.5.G.1.Su.b:</a>	Use a simple coordinate grid on a drawing to locate features.
<a href="#">SS.5.G.1.Pa.b:</a>	Recognize information using a selected geographic tool.

Identify major United States physical features on a map of North America.

[SS.5.G.1.3:](#)

**Remarks/Examples:**  
 Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.c:</a>	Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee.
<a href="#">SS.5.G.1.Su.c:</a>	Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee.
<a href="#">SS.5.G.1.Pa.c:</a>	Recognize a selected physical feature on a pictorial map of the United States.

[SS.5.G.1.4:](#)

Construct maps, charts, and graphs to display geographic information.

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.d:</a>	Select the format (map, chart, or graph) and display geographic information.
<a href="#">SS.5.G.1.Su.d:</a>	Complete a map, chart, or graph to display geographic information.
<a href="#">SS.5.G.1.Pa.d:</a>	Complete a pictorial map using pictures or symbols for designated areas.

[SS.5.G.1.5:](#)

Identify and locate the original thirteen colonies on a map of North America.

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.e:</a>	Recognize selected colonies of the original 13 colonies on a map of the United States.
<a href="#">SS.5.G.1.Su.e:</a>	Recognize an original colony on a map of the United States.
<a href="#">SS.5.G.1.Pa.e:</a>	Recognize a map of North America.

[SS.5.G.1.6:](#)

Locate and identify states, capitals, and United States Territories on a map.

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.f:</a>	Recognize selected states, capitals, and a United States Territory on a map.
<a href="#">SS.5.G.1.Su.f:</a>	Recognize selected states and their capitals on a map.
<a href="#">SS.5.G.1.Pa.f:</a>	Recognize that the United States is made up of different states.

[SS.5.G.2.1:](#)

Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

### Related Access Points

Name	Description
<a href="#">SS.5.G.2.In.a:</a>	Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards.
<a href="#">SS.5.G.2.Su.a:</a>	Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards.
<a href="#">SS.5.G.2.Pa.a:</a>	Recognize a factor that causes a boundary to change.

Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

[SS.5.G.3.1:](#)

**Remarks/Examples:**  
An example is the harsh winter in Jamestown.

### Related Access Points

Name	Description
<a href="#">SS.5.G.3.In.a:</a>	Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.
<a href="#">SS.5.G.3.Su.a:</a>	Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.
<a href="#">SS.5.G.3.Pa.a:</a>	Recognize a natural event that causes change.

Use geographic knowledge and skills when discussing current events.

[SS.5.G.4.1:](#)

**Remarks/Examples:**  
Examples are recognizing patterns, mapping, graphing.

### Related Access Points

Name	Description
<a href="#">SS.5.G.4.In.a:</a>	Use geographic knowledge and skills to identify information about current events, such as reading maps and charts.
<a href="#">SS.5.G.4.Su.a:</a>	Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps.
<a href="#">SS.5.G.4.Pa.a:</a>	Use a geographic tool to recognize information about current events.

Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

[SS.5.G.4.2:](#)

### Related Access Points

Name	Description
<a href="#">SS.5.G.4.In.b:</a>	Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems.
<a href="#">SS.5.G.4.Su.b:</a>	Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.
<a href="#">SS.5.G.4.Pa.b:</a>	Use a geographic tool to recognize information about current events.

There are more than 277 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12878>



# Advanced Academics: K-5 for Gifted Students (#7755040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7755040	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics-General >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ADV ACAD: K-5 GIFTED
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)

## GENERAL NOTES

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This course is meant to be used at each K-5 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Special Note:** As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## Course Standards

Integrate Florida Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">G.K12.1.1.1a:</a>	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
<a href="#">G.K12.1.1.1b:</a>	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
<a href="#">G.K12.1.1.1c:</a>	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
<a href="#">G.K12.1.1.1d:</a>	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
<a href="#">G.K12.1.1.2a:</a>	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
<a href="#">G.K12.1.1.2b:</a>	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
<a href="#">G.K12.1.1.2c:</a>	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
<a href="#">G.K12.1.1.2d:</a>	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
<a href="#">G.K12.1.1.3a:</a>	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
<a href="#">G.K12.1.1.3b:</a>	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
<a href="#">G.K12.1.1.3c:</a>	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
<a href="#">G.K12.1.1.3d:</a>	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
<a href="#">G.K12.1.1.4a:</a>	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
<a href="#">G.K12.1.1.4b:</a>	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
<a href="#">G.K12.1.1.4c:</a>	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
<a href="#">G.K12.1.1.4d:</a>	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
<a href="#">G.K12.1.2.1a:</a>	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
<a href="#">G.K12.1.2.1b:</a>	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
<a href="#">G.K12.1.2.1c:</a>	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
<a href="#">G.K12.1.2.1d:</a>	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
<a href="#">G.K12.1.2.1e:</a>	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
<a href="#">G.K12.1.2.1f:</a>	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
<a href="#">G.K12.1.2.1g:</a>	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
<a href="#">G.K12.1.2.1h:</a>	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
<a href="#">G.K12.1.2.2a:</a>	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
<a href="#">G.K12.1.2.2b:</a>	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
<a href="#">G.K12.1.2.2c:</a>	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
<a href="#">G.K12.1.2.2d:</a>	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
<a href="#">G.K12.1.2.3a:</a>	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
<a href="#">G.K12.1.2.3b:</a>	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.
<a href="#">G.K12.1.2.3c:</a>	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
<a href="#">G.K12.1.2.3d:</a>	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
<a href="#">G.K12.1.3.1a:</a>	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.

<a href="#">G.K12.1.3.1b:</a>	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
<a href="#">G.K12.1.3.1c:</a>	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
<a href="#">G.K12.1.3.1d:</a>	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
<a href="#">G.K12.1.3.2a:</a>	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
<a href="#">G.K12.1.3.2b:</a>	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
<a href="#">G.K12.1.3.2c:</a>	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
<a href="#">G.K12.1.3.2d:</a>	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
<a href="#">G.K12.1.3.3a:</a>	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
<a href="#">G.K12.1.3.3b:</a>	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
<a href="#">G.K12.1.3.3c:</a>	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
<a href="#">G.K12.1.3.3d:</a>	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
<a href="#">G.K12.1.3.4a:</a>	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
<a href="#">G.K12.1.3.4b:</a>	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
<a href="#">G.K12.1.3.4c:</a>	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
<a href="#">G.K12.1.3.4d:</a>	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
<a href="#">G.K12.2.1.1a:</a>	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
<a href="#">G.K12.2.1.1b:</a>	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
<a href="#">G.K12.2.1.1c:</a>	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
<a href="#">G.K12.2.1.1d:</a>	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
<a href="#">G.K12.2.1.2a:</a>	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
<a href="#">G.K12.2.1.2b:</a>	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
<a href="#">G.K12.2.1.2c:</a>	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
<a href="#">G.K12.2.1.2d:</a>	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
<a href="#">G.K12.2.1.3a:</a>	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
<a href="#">G.K12.2.1.3b:</a>	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
<a href="#">G.K12.2.1.3c:</a>	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
<a href="#">G.K12.2.1.3d:</a>	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
<a href="#">G.K12.2.2.1a:</a>	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
<a href="#">G.K12.2.2.1b:</a>	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
<a href="#">G.K12.2.2.1c:</a>	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
<a href="#">G.K12.2.2.1d:</a>	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
<a href="#">G.K12.2.2.2a:</a>	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
<a href="#">G.K12.2.2.2b:</a>	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
<a href="#">G.K12.2.2.2c:</a>	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
<a href="#">G.K12.2.2.2d:</a>	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
<a href="#">G.K12.2.3.1a:</a>	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
<a href="#">G.K12.2.3.1b:</a>	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
<a href="#">G.K12.2.3.1c:</a>	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
<a href="#">G.K12.2.3.1d:</a>	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
<a href="#">G.K12.2.3.2a:</a>	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
<a href="#">G.K12.2.3.2b:</a>	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
<a href="#">G.K12.2.3.2c:</a>	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
<a href="#">G.K12.2.3.2d:</a>	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.
<a href="#">G.K12.3.1.1a:</a>	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
<a href="#">G.K12.3.1.1b:</a>	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
<a href="#">G.K12.3.1.1c:</a>	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
<a href="#">G.K12.3.1.1d:</a>	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
<a href="#">G.K12.3.1.2a:</a>	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
<a href="#">G.K12.3.1.2b:</a>	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
<a href="#">G.K12.3.1.2c:</a>	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.
<a href="#">G.K12.3.1.2d:</a>	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
<a href="#">G.K12.3.1.3a:</a>	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
<a href="#">G.K12.3.1.3b:</a>	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
<a href="#">G.K12.3.1.3c:</a>	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.
<a href="#">G.K12.3.1.3d:</a>	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
<a href="#">G.K12.3.2.1a:</a>	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.

<a href="#">G.K12.3.2.1b:</a>	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
<a href="#">G.K12.3.2.1c:</a>	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
<a href="#">G.K12.3.2.1d:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
<a href="#">G.K12.3.2.1e:</a>	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book, (e.g., table of contents, index, appendices, glossary, index, title page).
<a href="#">G.K12.3.2.1f:</a>	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
<a href="#">G.K12.3.2.1g:</a>	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
<a href="#">G.K12.3.2.1h:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
<a href="#">G.K12.3.3.1a:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
<a href="#">G.K12.3.3.1b:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
<a href="#">G.K12.3.3.1c:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
<a href="#">G.K12.3.3.1d:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
<a href="#">G.K12.3.3.1e:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
<a href="#">G.K12.3.3.1f:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
<a href="#">G.K12.3.3.1g:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
<a href="#">G.K12.3.3.1h:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
<a href="#">G.K12.3.3.2a:</a>	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
<a href="#">G.K12.3.3.2b:</a>	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
<a href="#">G.K12.3.3.2c:</a>	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
<a href="#">G.K12.3.3.2d:</a>	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
<a href="#">G.K12.3.4.1a:</a>	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
<a href="#">G.K12.3.4.1b:</a>	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
<a href="#">G.K12.3.4.1c:</a>	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
<a href="#">G.K12.3.4.1d:</a>	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
<a href="#">G.K12.4.1.1a:</a>	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
<a href="#">G.K12.4.1.1b:</a>	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
<a href="#">G.K12.4.1.1c:</a>	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
<a href="#">G.K12.4.1.1d:</a>	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
<a href="#">G.K12.4.1.2a:</a>	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
<a href="#">G.K12.4.1.2b:</a>	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
<a href="#">G.K12.4.1.2c:</a>	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
<a href="#">G.K12.4.1.2d:</a>	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
<a href="#">G.K12.4.1.3a:</a>	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
<a href="#">G.K12.4.1.3b:</a>	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
<a href="#">G.K12.4.1.3c:</a>	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
<a href="#">G.K12.4.1.3d:</a>	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
<a href="#">G.K12.4.1.4a:</a>	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
<a href="#">G.K12.4.1.4b:</a>	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
<a href="#">G.K12.4.1.4c:</a>	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
<a href="#">G.K12.4.1.4d:</a>	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
<a href="#">G.K12.4.1.5a:</a>	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
<a href="#">G.K12.4.1.5b:</a>	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
<a href="#">G.K12.4.1.5c:</a>	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
<a href="#">G.K12.4.1.5d:</a>	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
<a href="#">G.K12.4.2.1d:</a>	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
<a href="#">G.K12.4.2.2a:</a>	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
<a href="#">G.K12.4.2.2b:</a>	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
<a href="#">G.K12.4.2.2c:</a>	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
<a href="#">G.K12.4.2.2d:</a>	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
<a href="#">G.K12.4.2.3a:</a>	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
<a href="#">G.K12.4.2.3b:</a>	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
<a href="#">G.K12.4.2.3c:</a>	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
<a href="#">G.K12.4.2.3d:</a>	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
<a href="#">G.K12.4.2.4a:</a>	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
<a href="#">G.K12.4.2.4b:</a>	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
<a href="#">G.K12.4.2.4c:</a>	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
<a href="#">G.K12.4.2.4d:</a>	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
<a href="#">G.K12.4.3.1a:</a>	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
<a href="#">G.K12.4.3.1b:</a>	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
<a href="#">G.K12.4.3.1c:</a>	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.

<a href="#">G.K12.4.3.1d:</a>	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
<a href="#">G.K12.4.3.2a:</a>	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
<a href="#">G.K12.4.3.2b:</a>	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
<a href="#">G.K12.4.3.2c:</a>	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
<a href="#">G.K12.4.3.2d:</a>	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
<a href="#">G.K12.4.3.2e:</a>	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
<a href="#">G.K12.4.3.2f:</a>	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
<a href="#">G.K12.4.3.2g:</a>	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
<a href="#">G.K12.4.3.2h:</a>	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
<a href="#">G.K12.4.3.3a:</a>	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
<a href="#">G.K12.4.3.3b:</a>	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
<a href="#">G.K12.4.3.3c:</a>	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
<a href="#">G.K12.4.3.3d:</a>	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
<a href="#">G.K12.5.1.1a:</a>	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
<a href="#">G.K12.5.1.1b:</a>	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
<a href="#">G.K12.5.1.1c:</a>	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
<a href="#">G.K12.5.1.1d:</a>	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
<a href="#">G.K12.5.1.2a:</a>	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
<a href="#">G.K12.5.1.2b:</a>	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
<a href="#">G.K12.5.1.2c:</a>	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
<a href="#">G.K12.5.1.2d:</a>	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
<a href="#">G.K12.5.1.2e:</a>	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
<a href="#">G.K12.5.1.2f:</a>	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
<a href="#">G.K12.5.1.2g:</a>	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
<a href="#">G.K12.5.1.2h:</a>	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
<a href="#">G.K12.5.1.3a:</a>	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
<a href="#">G.K12.5.1.3b:</a>	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
<a href="#">G.K12.5.1.3c:</a>	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
<a href="#">G.K12.5.1.3d:</a>	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
<a href="#">G.K12.5.2.1a:</a>	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
<a href="#">G.K12.5.2.1b:</a>	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
<a href="#">G.K12.5.2.1c:</a>	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
<a href="#">G.K12.5.2.1d:</a>	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
<a href="#">G.K12.5.2.2a:</a>	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
<a href="#">G.K12.5.2.2b:</a>	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
<a href="#">G.K12.5.2.2c:</a>	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
<a href="#">G.K12.5.2.2d:</a>	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
<a href="#">G.K12.5.2.3a:</a>	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
<a href="#">G.K12.5.2.3b:</a>	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
<a href="#">G.K12.5.2.3c:</a>	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
<a href="#">G.K12.5.2.3d:</a>	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
<a href="#">G.K12.5.3.1a:</a>	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.
<a href="#">G.K12.5.3.1b:</a>	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
<a href="#">G.K12.5.3.1c:</a>	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
<a href="#">G.K12.5.3.1d:</a>	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
<a href="#">G.K12.5.3.2a:</a>	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
<a href="#">G.K12.5.3.2b:</a>	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
<a href="#">G.K12.5.3.2c:</a>	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
<a href="#">G.K12.5.3.2d:</a>	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
<a href="#">G.K12.5.3.3a:</a>	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
<a href="#">G.K12.5.3.3b:</a>	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.
<a href="#">G.K12.5.3.3c:</a>	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
<a href="#">G.K12.5.3.3d:</a>	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.
<a href="#">G.K12.5.3.4a:</a>	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.
<a href="#">G.K12.5.3.4b:</a>	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
<a href="#">G.K12.5.3.4c:</a>	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
<a href="#">G.K12.5.3.4d:</a>	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
<a href="#">G.K12.6.1.1a:</a>	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
<a href="#">G.K12.6.1.1b:</a>	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.

<a href="#">G.K12.6.1.1c:</a>	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
<a href="#">G.K12.6.1.1d:</a>	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
<a href="#">G.K12.6.1.2a:</a>	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
<a href="#">G.K12.6.1.2b:</a>	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
<a href="#">G.K12.6.1.2c:</a>	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
<a href="#">G.K12.6.1.2d:</a>	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
<a href="#">G.K12.6.1.3a:</a>	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.
<a href="#">G.K12.6.1.3b:</a>	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.
<a href="#">G.K12.6.1.3c:</a>	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
<a href="#">G.K12.6.1.3d:</a>	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
<a href="#">G.K12.6.1.4a:</a>	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
<a href="#">G.K12.6.1.4b:</a>	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
<a href="#">G.K12.6.1.4c:</a>	<b>Evaluation - Perform:</b> Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
<a href="#">G.K12.6.1.4d:</a>	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
<a href="#">G.K12.6.2.1a:</a>	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
<a href="#">G.K12.6.2.1b:</a>	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
<a href="#">G.K12.6.2.1c:</a>	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
<a href="#">G.K12.6.2.1d:</a>	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
<a href="#">G.K12.6.2.2a:</a>	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
<a href="#">G.K12.6.2.2b:</a>	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
<a href="#">G.K12.6.2.2c:</a>	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
<a href="#">G.K12.6.2.2d:</a>	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
<a href="#">G.K12.6.2.3a:</a>	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguishes between them.
<a href="#">G.K12.6.2.3b:</a>	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
<a href="#">G.K12.6.2.3c:</a>	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non- controllable events and behavior affect goal achievement.
<a href="#">G.K12.6.2.3d:</a>	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
<a href="#">G.K12.6.2.4a:</a>	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
<a href="#">G.K12.6.2.4b:</a>	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
<a href="#">G.K12.6.2.4c:</a>	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
<a href="#">G.K12.6.2.4d:</a>	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.
<a href="#">G.K12.6.3.1a:</a>	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
<a href="#">G.K12.6.3.1b:</a>	<b>Communication - Understand:</b> Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
<a href="#">G.K12.6.3.1c:</a>	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
<a href="#">G.K12.6.3.1d:</a>	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
<a href="#">G.K12.6.3.2a:</a>	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
<a href="#">G.K12.6.3.2b:</a>	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
<a href="#">G.K12.6.3.2c:</a>	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
<a href="#">G.K12.6.3.2d:</a>	<b>Talent Development - Accomplish:</b> Develop products and performances of professional quality through individual strengths in relationship to fields of study.
<a href="#">G.K12.6.3.3a:</a>	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
<a href="#">G.K12.6.3.3b:</a>	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
<a href="#">G.K12.6.3.3c:</a>	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
<a href="#">G.K12.6.3.3d:</a>	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
<a href="#">G.K12.6.3.4a:</a>	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
<a href="#">G.K12.6.3.4b:</a>	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
<a href="#">G.K12.6.3.4c:</a>	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.
<a href="#">G.K12.6.3.4d:</a>	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
<a href="#">G.K12.7.1.1a:</a>	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
<a href="#">G.K12.7.1.1b:</a>	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
<a href="#">G.K12.7.1.1c:</a>	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
<a href="#">G.K12.7.1.1d:</a>	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
<a href="#">G.K12.7.1.2a:</a>	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
<a href="#">G.K12.7.1.2b:</a>	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
<a href="#">G.K12.7.1.2c:</a>	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
<a href="#">G.K12.7.1.2d:</a>	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
<a href="#">G.K12.7.1.3a:</a>	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
<a href="#">G.K12.7.1.3b:</a>	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
<a href="#">G.K12.7.1.3c:</a>	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
<a href="#">G.K12.7.1.3d:</a>	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
<a href="#">G.K12.7.1.4a:</a>	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
<a href="#">G.K12.7.1.4b:</a>	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
<a href="#">G.K12.7.1.4c:</a>	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
<a href="#">G.K12.7.1.4d:</a>	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
<a href="#">G.K12.7.2.1a:</a>	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
<a href="#">G.K12.7.2.1b:</a>	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.

<a href="#">G.K12.7.2.1c:</a>	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
<a href="#">G.K12.7.2.1d:</a>	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
<a href="#">G.K12.7.2.2a:</a>	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
<a href="#">G.K12.7.2.2b:</a>	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
<a href="#">G.K12.7.2.2c:</a>	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
<a href="#">G.K12.7.2.3a:</a>	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.
<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.L.3.6:</a>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1:</a>	<b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.K12.W.1.1:</a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<a href="#">LAFS.K12.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">LAFS.K12.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<a href="#">LAFS.K12.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.K12.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">LAFS.K12.W.3.7:</a>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.K12.W.3.8:</a>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<a href="#">LAFS.K12.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">LAFS.K12.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

There are more than 32 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12852>



# Therapeutic Instructional Support: PK-5 (#7700010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7700010  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Non-Credit >  
**Course Section:** Exceptional Student Education  
**Abbreviated Title:** THRP INSTR SPT: PK-5  
**Course Status:** Draft - Course Pending Approval

## GENERAL NOTES

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

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

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

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

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

Special Note. None.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

After successfully completing this course, the student will:

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Prekindergarten Disabilities: Age 0-2 (#7650030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7650030  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Prekindergarten >  
**Abbreviated Title:** PK DISABS: 0-2  
**Course Length:** Year (Y)

## GENERAL NOTES

### Purpose

The purpose of this course is to enable infants and toddlers with disabilities to acquire and apply developmentally appropriate skills in natural environments. Specific course content must include outcomes identified by the Individualized Family Support Plan (IFSP) team.

### Concepts/Content

#### Physical Development

The rapid growth of infants and toddlers that takes place during this period involves the development of strength, balance, and coordination. A child's needs for physical support and intervention vary according to their specific motor delays and disabilities, with the ultimate goal being that the child can move as independently as possible in the environment. Physical support includes positioning and handling, adaptive equipment and tools, and special furniture.

Positioning and handling refers to the way adults physically interact with the young child, such as picking up, holding, carrying, and lying down. Optimal positioning ensures that the child functions as independently as possible. Positioning equipment and adaptive tools are prescribed and monitored by a licensed occupational or physical therapist.

Gross Motor Development (refinement and coordination of large muscle movements)

1. Gain strength and control in supine (back) and prone (stomach) positions.
2. Gain control needed to remain stable during transitional movements, such as raising hands to be lifted, rolling over, or keeping neck stable when being lifted.
3. Gain balance and control needed to maintain a sitting position independently.
4. Gain balance and control needed to maintain a standing position independently.
5. Gain balance and control needed to walk independently.
6. Gain balance and control needed to use adaptive equipment, such as wheelchairs, walkers, and scooter boards, for independent exploration of the environment.

Fine Motor Development (refinement and coordination of small muscle movements)

7. Gain strength and control needed to reach for an object.
8. Gain strength and control needed to grasp an object.
9. Gain strength and control needed to release an object.
10. Gain strength and control needed to manipulate an object.
11. Gain strength and control needed for bilateral (both hands) coordination of objects.
12. Gain control and coordination needed for use of utensils, toys, and tools, such as spoon, crayon, and shovel.

Self-Help/Health

13. Gain oral motor control needed to establish basic feeding skills, such as sucking, swallowing, chewing, and biting.
14. Gain skills needed to eat independently, such as holding a bottle, grasping finger foods, using utensils, and drinking from cup.
15. Cooperate with dressing and undressing routines, such as lifting arms and raising foot.
16. Gain skills needed to undress and dress self as independently as possible.
17. Cooperate with grooming routines, such as bathing, washing hands, brushing teeth, and wiping nose.
18. Gain skill needed to groom self as independently as possible, such as washing and drying hands and wiping own nose.
19. Cooperate with toileting routines, such as allowing diaper to be changed, indicating awareness of diaper being wet or dry, and sitting on toilet when asked.
20. Gain skills needed to participate in toileting, such as indicating the need to use the toilet and using the toilet when placed on the seat.
21. Gain skills required to indicate physical needs, such as hunger, thirst, pain, and tiredness.

#### Approaches to Learning

This section describes children's attitudes and dispositions toward learning, rather than specific content knowledge. Children's approaches to learning are highly dependent on the quality and quantity of interactions with supportive adults. Children benefit from participating in learning positive environments that provide a variety of sensory experiences, access to developmentally appropriate toys and materials, and multiple opportunities for exploration.

Children's individual needs vary as a result of specific delays and the effect of their disability. In structuring the environment, considerations should be given to providing multiple ways to engage children and ensure access to a variety of toys and materials at different developmental levels. Individual supports may include adaptive toys, such as switch-activated for children with physical impairments. For children with sensory needs, supports can be provided in toys with auditory, visual, or tactile stimulation. Teachers may use physical, visual, and verbal cues, along with predictable schedules and routines, to provide environmental support.

#### Eagerness and Curiosity

22. Show awareness and interest in materials, objects, people, and sounds in the environment.
23. Explore objects to see how they work (dumping things out of containers, spinning wheels on a car, turning a switch on and off).
24. Display interest in what others are doing, and attempts to join in activities (wanting to help with chore, trying a new toy).

#### Persistence

25. Repeat actions and behaviors that are pleasurable, get needs met, or get desired results, such as swatting a mobile, crying until they get attention, and trying multiple times to take first step.
26. Gradually increase attention to a particular activity, person, or object, such as having the same book reread and trying various shapes in a shape sorter until they fit.
27. Begin to ask for help when assistance is needed, such as when buttoning and tying shoes.

#### Creativity and Inventiveness

28. Show excitement in a variety of ways, such as bouncing when music is played and making sounds.
29. React to music, stories, rhymes and finger plays by stomping feet, making up movements to songs, and changing tone of voice.
30. Imitate others and reenact familiar roles, such as pretending to be an animal and pretending to drive.
31. Explore toys and materials in new ways, such as using play dough to make a snake and banging on pots and pans as drums.

#### Social and Emotional Development

Social and emotional development provides the foundation upon which infants can move into toddlerhood ready to use their increasing motor, language, and cognitive skills with confidence. Through relationships and healthy attachments with adults and other children, young children can develop the capacity to express what they are thinking, feeling, and learning.

For children with social and emotional delays, instructional strategies may include the use of frequent reinforcement, facilitated play, adult and peer modeling, social scripts, and individualized behavioral intervention. Collaboration among teacher, family, and service providers is essential for supporting social, emotional, and behavioral growth in children.

#### Trust and Emotional Security

32. **Respond to caregiver's touch and sound.**
33. Attend to familiar adults through eye contact, touch, and sounds.
34. Recognize familiar adults, such as by smiling, cooing, and showing excitement.
35. Attempt to gain attention of others by making sounds, smiling, or making eye contact.
36. Accept brief separation from caregiver.
37. Form and maintain secure relationships with others, such as by seeking help from or showing empathy for others.

#### Social Relationships

38. Observe peers during play and other group activities.
39. Respond to initiations of other children such as smiling when children approach and waving hello.
40. Imitate peers during play and other group activities.
41. Engage in parallel play, such as playing side by side with a peer.
42. Initiate interactions with peers, such as asking a friend to play and taking a friend by the hand.
43. Engage in reciprocal play with peers, such as sharing and taking turns.
44. Form and maintain early friendships, such as calling a friend by name and showing a preference for a particular peer.

#### Self-Regulation

45. Calm when held, cuddled, or fed.
46. Soothe self with bottle, pacifier, or toy.
47. **Be comforted by a person's voice.**
48. Gradually increase ability to wait for a desired object or activity.

#### Self-Concept

49. Respond to own name.
50. Respond to mirror image of self.
51. Assert self, such as by saying no, stating preferences for people or activities, and wanting to do something independently.
52. **Show ownership of objects, such as by saying "mine!" and refusing to share.**
53. Express feelings and emotions, such as pleasure, interest, surprise, excitement, and complaints, both verbally and nonverbally.
54. **Show pride in accomplishments, such as by saying, "Watch me!" "I did it!" and clapping.**

#### Language and Communication

Language and communication are critical to children's ability to learn, work, and play with others. Children communicate in a variety of ways, including eye gaze, gestures, sounds, and words. Children begin to understand language conveyed through facial expressions, gestures, pictures, and words. It is imperative that children of all ability levels are exposed to language-rich environments.

Children's specific needs vary according to their individual delays and effects of their disabilities. Alternate strategies are needed when communicating with children who are nonverbal, have language delays, or who are English Language Learners (ELL). Augmentative and alternative communication (AAC) systems may be used to facilitate communication, and include sign language, voice output devices, and a choice board. Interventions may be developed to provide additional support for understanding language, such as peer models, visual supports for sequencing tasks and routines, and cue cards. Collaboration among teachers, service providers, and families is essential to ensure that interventions are consistently provided.

#### Listening and Understanding

55. Respond to voices, facial expressions, and gestures of others.
56. **Respond to simple questions and requests, such as "Do you want up?" "Give me your...," and "Show me your nose."**
57. **Respond to words intended to inhibit behavior, such as "stop," "wait," and "get down."**

#### Communicating and Speaking

58. Use sounds and gestures consistently as signals for hunger, distress, or attention, such as crying, cooing, babbling.
59. Engage in reciprocal communication, such as imitating sounds and playing peek-a-boo.
60. Associate gestures and sounds with actions, objects, and people, such as pointing and pulling, and saying mama, dada, and out.
61. Say basic words or use specific gestures to communicate needs and wants, such as waving bye-bye and saying juice, no, and truck.

62. Use two- and three-word combinations to communicate a variety of wants and needs.
63. Engage in basic conversation, such as asking questions, answering questions, and commenting.
64. Begin to use increasingly complex vocabulary and grammar in context.

#### Emergent Reading

65. Attend to a short book, nursery rhyme, or song, such as *This Little Piggy*, *Wheels on the Bus*, and *Where is Thumbkin?*
66. Look at pictures in a book.
67. Hold a book and turn pages.
68. **Pat or point to pictures in a book when requested, such as "Show me the dog."**
69. Join in a nursery rhyme or predictable story, such as *Brown Bear, Brown Bear*.
70. Request to be read to by bringing book to adult or holding a favorite book.

#### Early Writing

71. Use writing or drawing tools to make scribbles.
72. Make purposeful marks on paper, such as lines, circles, and smiley faces.
73. Use scribbles, marks, and drawings to convey messages, such as verbally identifying what they draw and pretending to write a note.

#### Cognitive Development

Cognition involves receiving, processing, and organizing information perceived through the senses and using the information appropriately. Play is the primary means through which young children build their cognitive abilities. Play should reflect the developmental level of children and facilitated by the adults around them. Cognitive skills provide the foundation for developing academic skills.

#### Exploration and Discovery

74. Explore objects and people using multiple senses, such as reaching to touch and putting in mouth.
75. Explore objects using multiple schemes, such as first exploring, the repeating patterns of behaviors that are more deliberate and purposeful.
76. Use objects in a purposeful way, such as stacking objects, pushing a car, and rolling a ball.
77. Combine objects in a variety of ways to engage in play, such as hammering pegs, putting sand in a bucket, and pulling toys in a wagon.
78. Combine a sequence of steps to complete a play activity, such as completing two- to four-piece puzzle, using a shapes sorter, and stringing beads.

#### Concept and Memory

79. Identify familiar people and objects, such as mother, pacifier, and favorite blanket.
80. Use objects according to their function, such as using a pacifier to soothe and pressing button to make music or mobile play.
81. Demonstrate differentiated responses to people and objects, such as responding differently to mother versus strangers, food and non-food, and favorite toys and non-preferred items.
82. **Recognize familiar routines and locations, such as bedtime routine, grandma's house, and location of preferred items.**
83. Imitate and later repeat words, gestures, and actions, such as waving bye-bye, playing chase, and pretending to talk on phone.

#### Problem Solving and Creativity

84. **Use a variety of methods to get an adult's attention to get needs met, such as making sounds, crying, throwing an item, tugging, and calling someone's name.**
85. Use multiple strategies to engage with people and objects in the environment, such as pointing, reaching, grabbing, and using words.
86. Demonstrate understanding of object permanence and persist in trying to obtain the object, such as knows toy is still there after being covered up.
87. Manipulate items to complete a task, such as stacking blocks, nesting cups, completing a simple puzzle or shape sorter.
88. Select tools appropriate for the task, such as spoon for eating, shovel for scooping, and tissue for wiping nose.
89. Engage in imaginative play, such as pretending to cook, wearing a pot as a hat, and banging on a bowl as a drum.

#### **Notes**

**This course is designed for infants and toddlers with disabilities who need intensive, individualized intervention to address the child's developmental needs and the family's concerns and priorities identified on the IFSP. The expectations of this course are aligned with the Florida Early Learning and Developmental Standards, Birth to Four Years recommended by the FDOE in 2010 and the Division of Early Childhood Recommended Practices (DEC, 2005).**

The delivery of this course is carried out through collaboration of the IFSP team, which includes the teachers, families, and other service providers. Families play a crucial role in **optimizing young children's development. Early intervention builds the family's capacity to help children develop and learn. Sensitivity to cultural diversity of families is essential when developing working relationships among members of the IFSP team and when delivering services.**

A whole-child approach to early intervention recognizes that all developmental domains are interrelated. An integrated approach is more effective than attention to one domain in isolation. For this reason, the continued involvement of a team of professionals and parents is critical.

This course is designed to address a wide range of disabilities within the population of infants and toddlers with disabilities. Course requirements may be added or modified based on needs and priorities indicated in the IFSP.

The following references were used in the development of this course description:

Johnston-Martin, N. M., Attermeier, S. M., & Hacker, B. J. (2004) *The Carolina Curriculum for Infants and Toddlers with Special Needs*. Baltimore: Paul H. Brookes.

National Association for the Education of Young Children (NAEYC). (2009). *Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8*. Position Statement. Retrieved from <http://www.naeyc.org/DAP>

Certification: ESE 6/PreK Disab E  
 MNLT HNDPC @6/PreK Disab E  
 EMTL HNDPC @6/PreK Disab E  
 SPC LRN DS @6/PreK Disab E  
 SPCH CORR @6/PreK Disab E  
 SP LG IMPR 6/PreK Disab E  
 VARYING EX @6/PreK Disab E  
 HEAR IMPRD 6/PreK Disab E  
 VISU IMPRD 6/PreK Disab E  
 PHYS IMPRD @6/PreK Disab E

E. CHILD ED I0/PreK Disab E  
PRIMARY ED @B/PreK Disab E  
PRESCH ED A PK PRIMARY H  
Elementary (K-6) K/PreK Disab E

If contracted, in accordance with 6A-6.0361, FAC

See Section 1 of the Florida Course Code Directory for specific information on exemptions to the endorsement.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Prekindergarten Disabilities: Age 3-5 (#7650130)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7650130  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Prekindergarten >  
**Abbreviated Title:** PK DISABS: 3-5  
**Course Length:** Year (Y)

## GENERAL NOTES

### (Purpose)

The purpose of this course is to enable children ages 3 to 5 years with disabilities to gain knowledge/skills in the areas of curriculum and learning, independent functioning, social and emotional development, and communication in preparation for kindergarten. Specific course content must include annual goals identified in the child's individual education plan (IEP).

## COURSE REQUIREMENTS

### Curriculum and Learning

Cognition involves receiving, processing, and organizing information perceived through the senses and using the information appropriately. Play is the primary means through which young children build their cognitive abilities. Play should reflect the developmental level of children and be facilitated by the adults around them. Cognitive skills provide the foundation for developing academic skills.

This section addresses children's attitudes and dispositions toward learning, rather than specific content knowledge. Children's approaches to learning are highly dependent on the quality and frequency of interactions with supportive adults.

### Approaches to Learning

1. Actively engage with peers and adults, materials, objects, and activities using specialized equipment or assistive technology, as needed.
2. Sustain attention for brief periods and find help when needed.
3. Use appropriate verbal, visual, or physical responses to demonstrate mastery of skills.
4. Respond to play, social interactions, and communicative exchanges.
5. Initiate play, social interactions, and communicative exchanges.
6. Plan, carry out, and reflect upon an activity using verbal or alternate means of communication.
7. Use alternate solutions to complete a task, when necessary
8. Attain, maintain and generalize necessary skills with practice and support.

### Cognitive Development and General Knowledge

9. Develop mathematical thinking skills by using concrete representations and hands-on sensory activities.
  - 9.01. Demonstrate beginning ability to compare and contrast objects and actions.
  - 9.02. Demonstrate interest in mathematical problem solving, such as playing with shapes and number puzzles, and noticing when someone is missing from circle time.
  - 9.03. Engage in activities that involve measurement, such as using a shoelace or paper clip to measure length.
  - 9.04. Recognize some geometric shapes.
  - 9.05. Show beginning understanding of spatial relationships and position words.
  - 9.06. Identify numbers and count objects with one-to-one correspondence to 10.
  - 9.07. Sort objects into groups by one characteristic.
  - 9.08. Demonstrate understanding of one-to-one correspondence.
  - 9.09. Show understanding by participating in the comparison of quantities, such as by identifying which set has more/less and which set is larger/smaller.
  - 9.010. Show understanding of how to count and construct sets, such as by counting using one-to-one correspondence and putting objects together in sets.
10. Develop scientific thinking skills, such as observing and asking questions, using tools for investigation, and comparing objects and living things.
  - 10.01 Begin to compare objects, such as by noticing that some children have the same color clothing or blocks are big and little.
  - 10.02 Begin to use simple tools for observing and investigating, such as magnifying glass, magnet, or scales for weight.
  - 10.03 Use senses to collect information through observation and exploration.
  - 10.04 Demonstrate the use of simple tools and equipment for investigating.
  - 10.05 Examine objects and make comparisons by telling how they are the same or different.
  - 10.06 Explore the physical properties of objects/matter and living things, such as heavy versus light, melting ice, tastes—sweet/salt/bitter, or making gelatin.
  - 10.07 Explore growth and change of living things, such as caterpillars become butterflies and seed becomes a plant.
  - 10.08 Identify the properties of living and non-living things, such as saying that a cat moves but a rock does not, or a dog eats, but a ball does not.
  - 10.09 Identify and explore the five senses and each of their functions.
  - 10.010 Explore and begin to recognize changes in the outdoor environment, such as weather.
  - 10.011 Demonstrate environmental awareness and responsibilities, such as reduce, reuse, and recycle.

11. Develop social studies skills, such as recognizing and understanding individual development; people, places and environment; social roles and jobs; and civic ideals and

practices.

- 11.01 Begin to recognize and appreciate similarities and differences in people.
- 11.02 Begin to understand family characteristics, roles, and functions.
- 11.03 Follows class and school rules consistently.
- 11.04 Demonstrate awareness of their class, school, and home environment.
- 11.05 Show awareness of social roles and jobs that people do.
- 11.06 Demonstrate an awareness of geographic thinking, such as looking at simple maps and diagrams, playing games that involve directionality, or noticing landmarks within a neighborhood.
- 11.07 Show awareness of technology in the world, such as using a digital camera to take pictures, talking about how food gets to the cafeteria, and recording sounds into a digital recorder.
- 11.08 Begin to understand and take on leadership roles.

12. Develop creative expression through the areas of visual arts, music, creative movement and dance, and dramatic play.

- 12.01 Explore visual arts, music, creative movement, dance, and dramatic play.
- 12.02 Create visual arts, music, creative movement, dance, and dramatic play to communicate an idea.
- 12.03 Discuss and respond to the feelings caused by visual arts, music, creative movement, dance, and dramatic play.

### **Emergent Literacy**

Use hands-on, multisensory activities, and assistive technology to increase interactions with literacy. Please see the communication section for listening and understanding skills.

13. Develop emergent literacy skills that include the knowledge, understanding, and skills that form the basis for later reading and writing.

### **Emergent Reading**

- 13.01 Show an appreciation and enjoyment of reading.
- 13.02 Demonstrate beginning phonological awareness, such as identifying same or different environmental sounds, playing rhyming games during circle time, and singing songs that leave out a sound (B-I-N-G-O).
- 13.03 Begins to demonstrate recognition of letters and symbols such as picking out an 'A', saying their name begins with a 'T', that is a number 2.
- 13.04 Demonstrate comprehension and respond to stories, such as using pictures to describe actions and what comes next in a familiar story.
- 13.05 Show motivation for reading by requesting that a book be read or picking up a book and looking at a picture.
- 13.06 Show phonological awareness, such as placing one block for one word spoken by the teacher, singing poems or nursery rhymes; generate rhyming words, and recognizing the initial sounds in words.
- 13.07 Show alphabetic knowledge by recognizing at least ten letters and showing understanding that letters have meaning (the letters in my name).
- 13.08 Demonstrate comprehension of text read aloud, such as by answering questions about the story, predicting when might happen next, and proposing a new title.

### **Emergent Writing**

- 13.09 Use scribbles, marks, and drawings to convey messages.
- 13.010 Begin to use play, pictures, and writing to express ideas.
- 13.011 Show beginning writing skills by making letter-like shapes and scribbles to write.
- 13.012 Use scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas.
- 13.013 Show motivation to engage in written expression, such as pretending to write a shopping list, writing name, and labeling belongings.
- 13.014 Demonstrate ability to write letters.
- 13.015 Demonstrate knowledge of purposes, functions, and structure of written composition, such as dictating a story, writing a plan, knowing a letter starts with "Dear", and having a clear beginning and ending of story.

### **Independent Functioning**

Physical development and overall good health is the foundation of every aspect of child development and learning. The rapid growth for prekindergarten children that takes place during this period involves the development of strength, balance, and coordination.

Children's needs for physical support and intervention vary according to their specific motor delays and disabilities, with the ultimate goal being that the child can move as independently as possible in the environment. Physical support includes positioning and handling, adaptive equipment and tools, and special furniture.

Special tools, equipment, adaptations, and modifications may be necessary to ensure access and participation, such as adaptive writing tools, adaptive tricycles, use of computers, adaptations to clothing, and task analysis cards.

### **Gross Motor Development**

- 14. Demonstrate increasing motor control and balance.
- 15. Demonstrate the ability to combine movements for gross motor skills through free play activities and structured, planned activities, such as climbing a ladder or walking down stairs.
- 16. Navigate the school environment, such as walking to the playground and cafeteria and getting on and off the bus.

### **Fine Motor Development**

- 17. Demonstrate increasing control of small motor muscles to perform simple tasks.
- 18. Show beginning control of writing by using various drawing and art tools with increasing coordination.
- 19. Use eye-hand coordination to perform fine motor tasks, such as stringing beads, completing puzzles, using pegboards.

### **Self-Help and Health**

- 20. Actively participate in self-care, basic health, and safety routines, such as toileting, hand washing, dressing, and classroom routines.
- 21. Demonstrate the ability to follow self-care, basic health, and safety routines with increasing independence, such as making healthy food choices.
- 22. Help carry out classroom routines, such as helping pass out snacks, holding the door, and helping clean-up.

### **Social and Emotional**

Social and emotional readiness is critical to a child's successful kindergarten transition, early school success, and later well being. Through relationships and healthy attachments, young children can develop the capacity to express what they are thinking, feeling, and learning.

For children with social and emotional delays, instructional strategies may include frequent reinforcement, facilitated play, adult and peer modeling, social stories, and positive behavior support plans. Collaboration among teacher, family, and other educational providers is essential for supporting social, emotional, and behavioral growth.

### Self Regulation

23. Begin to use materials with increasing care and safety.
24. Adapt to transitions in the class schedule with support.
25. Follow simple rules and routines in the class schedule with support.
26. Show developing ability to solve social problems with support from familiar adults.
27. Use materials with increasing care and safety.
28. Adapt to transitions in the class schedule with increasing independence.
29. Follow rules, expectations, and familiar routines, with teacher support and multiple experiences over time.
30. Demonstrate growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment.
31. Begin to recognize, then internally manage and regulate the expression of emotions both positive and negative, with teacher support and multiple experiences over time.

### Relationships (Self, Peer, Adult)

32. Demonstrates positive relationships and interacts comfortably with familiar adults.
33. Interact with and develop positive relationships with peers.
34. Join in group activities and experiences in the early learning environment.
35. Show care and concern for others.
36. Develop special friendships.
37. Show increasing confidence in own abilities, such as "I did it!" and "Watch me!"

### Social Problem Solving

38. Use a problem solving approach, such as turn taking, sharing, and conflict resolution with fading prompts from familiar adults.
39. Develop an initial understanding of bullying, with support from familiar adults.

### Communication

Language and communication are critical to children's ability to learn, work, and play with others. Children communicate in a variety of ways, including eye gaze, gestures, sounds, and words. Children learn the meaning of language through facial expressions, gestures, pictures, and words. It is imperative that children of all ability levels are exposed to language-rich environments.

Children's specific needs vary according to their individual delays and disabilities. Alternate strategies are needed when communicating with children who are nonverbal, have language delays, or are English Language Learners (ELL). Augmentative and alternative communication (AAC) systems may be used to facilitate communication including sign language, voice output devices, or a choice board. Interventions may be developed to provide additional support for understanding language (visual supports for sequencing tasks and routines, cue cards, etc). Collaboration among teachers, therapists, and families is essential to ensure that interventions are consistently provided.

### Communication Systems

40. Participates in opportunities for communication, such as circle time, using special or adaptive devices or processes to increase the level of communication or participation.
41. Use own communication system, such as alternative/augmentative communication, assistive device or sign language, or alternate means (eye gaze, pointing, choice of objects/pictures) to communicate and acquire information.

### Listening and Understanding

42. Use joint attention, turn-taking, and imitation (vocal and/or motor) skills.
43. Discriminate, recognize, and understand sounds and words, safety commands, and general daily routines, as well as information received through gestures, other nonverbal means, such as tone of voice.
44. Follow one- to multi-step directions in sequence with support, such as physical prompting, visual, or auditory cues.
45. Demonstrate understanding and recall information and stories by pointing to pictures, physical or verbal imitative behaviors, responding orally, or acting out songs and finger plays.

### Speaking

46. Effectively use nonverbal language, such as personal space, eye contact, gestures, and posture.
47. Communicate basic wants, needs, and ideas in a variety of situations with familiar adults, such as by reaching, pointing, giving, gestures, sign language, vocalization, one word and words in phrases or sentences.
48. Answer different types of questions, such as "wh" questions, yes/no, and open-ended questions.
49. Ask different types of questions for different purposes, such as request, inform, or greet.
50. Participate effectively in small and large group discussions.
51. Use speech or other means of communication that can be understood by adults and peers.

### Vocabulary

52. Show an understanding of words and their meanings, such as retrieving a requested object and pointing to an object.
53. Use expanded vocabulary for a variety of purposes, such as describing words, academic content words, and positional words.

### Conversation

54. Use joint attention and turn-taking skills when talking with others.
55. Use language for a variety of purposes, including greeting, informing, demanding, protesting, and requesting.
56. Initiate and participate in conversations with adults and peers.

### Sentences and Structure

57. Use simple rules of grammar to produce phrases and sentences.
58. Use increasingly complex phrases and sentences in conversation.

This course is designed for children ages 3 to 5 years old with disabilities that need intensive, individualized intervention to address the child's developmental needs and annual goals identified on the IEP.

The expectations of this course are aligned with The Florida Early Learning and Developmental Standards for Four-Year-Olds (adopted by the SBE in 2011), which were a collaboration between Florida's Office of Early Learning and the Department of Education (DOE). The expectations were also aligned with Florida Early Learning and Developmental Standards for Four-Year-Olds list of benchmarks and standards (2011), as well as Florida Early Learning and Developmental Standards Birth to Four Years (2010). Additional resources included Developmentally Appropriate Practice in Early Childhood Programs serving Children from Birth through Age 8, Third Edition by Carol

This course is designed to address a wide range of disabilities within the population of prekindergarten children. A child may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to the achievement of annual goals on the student's IEP. Additionally, course requirements may be added or modified based on the needs of the child. The child may use related technology, adaptive tools, and specialized equipment to meet course requirements.

Delivery of this course is setting neutral (Voluntary Prekindergarten—VPK, Headstart, regular, self-contained, or community provider). Instructional activities involving practical applications of course requirements may occur in the home, school, and community setting for the purpose of training, practice, generalization, and maintenance of skills. Sensitivity and understanding of cultural diversity (cultural, language, and family characteristics) is essential when developing working relationships among members of the IEP team, and when delivering services.

Consultation/collaboration with the appropriate multi-disciplinary team members (i.e. therapist, educators, parents, behavior specialist, and community providers) is recommended. A whole-child approach to prekindergarten recognizes that all developmental domains are interrelated. An integrated approach is more effective than attention to one domain in isolation. An integrated therapy approach is recommended. Team members recognize that the child's outcomes are a shared responsibility across all team members, working with the child and family.

Developmentally appropriate practice is a framework or approach to working with young children utilizing active learning with hands-on activities, choices, and structured play with adult scaffolding. Young children develop and learn at various ages and stages and in particular contexts. Learning environments should be created to match the child's abilities, provide appropriate developmental tasks, and be responsive to the social and cultural context in which the child lives.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Hospital and Homebound Academic and Unique Skills: PK-5 (#7755020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7755020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Special Courses >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> H/H ACAD U SKLS:PK-5
<b>Course Status:</b> Draft - Course Pending Approval	

## GENERAL NOTES

### A. Major Concepts/Content.

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

### B. Special Note.

None.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

After successfully completing this course, the student will:

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Unique Skills: PK-5 (#7763010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763010

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

**Abbreviated Title:** U SKLS: PK-5

**Course Length:** Year (Y)

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

ANY EXCEPT ED FIELD

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3a:</a>	Initiate and participate in conversations with adults and peers.
<a href="#">SP.PK12.US.1.1a:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
<a href="#">SP.PK12.US.1.2a:</a>	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
<a href="#">SP.PK12.US.1.3a:</a>	Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.4a:</a>	Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.

<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.6:</a>	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
<a href="#">SP.PK12.US.10.1a:</a>	Complete routines and tasks according to instructions and expectations.
<a href="#">SP.PK12.US.10.2a:</a>	Sequence two or more tasks to complete activities.
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	<b>Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.</b>
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.3:</a>	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
<a href="#">SP.PK12.US.19.1a:</a>	Identify personal emotions and feelings.
<a href="#">SP.PK12.US.19.2a:</a>	Identify personal strengths and areas of need.
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.4:</a>	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
<a href="#">SP.PK12.US.19.5a:</a>	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.7a:</a>	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
<a href="#">SP.PK12.US.2.1a:</a>	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
<a href="#">SP.PK12.US.2.2a:</a>	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
<a href="#">SP.PK12.US.2.3:</a>	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
<a href="#">SP.PK12.US.20.1a:</a>	Identify a range of emotions and feelings of others.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.7a:</a>	Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
<a href="#">SP.PK12.US.21.1:</a>	Maintain appropriate behavior by following rules in classroom and school settings.
<a href="#">SP.PK12.US.21.2a:</a>	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
<a href="#">SP.PK12.US.21.3:</a>	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
<a href="#">SP.PK12.US.21.4:</a>	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
<a href="#">SP.PK12.US.21.5:</a>	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
<a href="#">SP.PK12.US.22.1:</a>	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.
<a href="#">SP.PK12.US.3.1a:</a>	Apply skills and strategies to solve personal and school problems.
<a href="#">SP.PK12.US.3.2a:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and <b>considering speaker's perspective and nonverbal messages.</b>
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#">SP.PK12.US.5.3:</a>	<b>Answer different types of questions, such as yes/no, open ended, and "wh" questions.</b>
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.

<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.
<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.11a:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.3:</a>	Perform positive health practices, including preventative health care and fitness.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.
<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.
<a href="#">SP.PK12.US.9.2a:</a>	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
<a href="#">SP.PK12.US.9.3a:</a>	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.5a:</a>	Identify and follow rules when using transportation in the community.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.
<a href="#">US.PK12.CM.1.1:</a>	Follow multi-step directions in sequence.
<a href="#">US.PK12.CM.1.2:</a>	Demonstrate understanding and recall of stories and information presented orally.



# Speech and Auditory Training: PK-5 (#7763020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7763020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Special Courses >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> SPEECH AUD: PK-5
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)

## GENERAL NOTES

The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

- HEAR IMPRD 6
- SPCH CORR @ 6
- SP LG IMPR 6
- LIC SP LG PATH
- SP LG ASSOC 6
- SLPA

Licensure through the Florida Department of Health or certification through the Florida Department of Education.

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.SA.1.1:</a>	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.
<a href="#">SP.PK12.SA.10.1:</a>	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
<a href="#">SP.PK12.SA.2.1:</a>	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
<a href="#">SP.PK12.SA.3.1:</a>	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
<a href="#">SP.PK12.SA.5.1:</a>	Maintain (clean, care for, and troubleshoot) personal listening device.
<a href="#">SP.PK12.SA.5.2:</a>	Advocate for appropriate accommodations to compensate for deafness or hearing loss.
<a href="#">SP.PK12.SA.6.1:</a>	Demonstrate awareness of speech and nonspeech sounds.
<a href="#">SP.PK12.SA.7.1:</a>	Listen to, retrieve, and imitate speech and spoken language.
<a href="#">SP.PK12.SA.8.1:</a>	Indicate similarities and differences between two or more sounds or spoken words.
<a href="#">SP.PK12.SA.9.1:</a>	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.



# Orientation and Mobility: PK-5 (#7763060)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763060

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

**Abbreviated Title:** ORIEN MOBILITY: PK-5

**Course Length:** Year (Y)

## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment affects the students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.

Students identified as visually impaired should be referred for an orientation and mobility evaluation as changes in vision, functioning, or developmental needs are observed. Placement in this course is determined by an assessment performed by an orientation and mobility specialist.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

VISU IMPRD 6/ORIEN MOBL E

Any Field when CERT Reflects Bachelor/higher AND Orientation and Mobility Endorsement

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.

<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.



# Expanded Core Competencies: PK–5 (#7763080)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763080

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

**Course Section:** Exceptional Student Education

**Abbreviated Title:** EXP CORE COMPET: K-5

**Course Length:** Year (Y)

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

## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home and community environments, and independent living to achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).

This course is designed for students with visual impairments who need intensive individualized intervention in the unique skills that result from their disability. The presence of a visual impairment affects access to all areas of the curriculum.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP.

Instructional activities involving practical applications of course requirements may occur in home, school (including separate setting, small group, and individually), and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills, students may also be enrolled in an Orientation and Mobility Skills Course.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**Certification Requirement:** VISU IMPRD 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.VI.1.1:</a>	Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
<a href="#">SP.PK12.VI.1.2:</a>	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
<a href="#">SP.PK12.VI.1.3:</a>	Maintain a personal time management and organizational system for academic studies.
<a href="#">SP.PK12.VI.1.4:</a>	Perform fine motor tasks, such as handwriting/signature writing.
<a href="#">SP.PK12.VI.1.5:</a>	Use tactile discrimination skills to interpret objects, symbols, and graphics.
<a href="#">SP.PK12.VI.1.6:</a>	Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
<a href="#">SP.PK12.VI.1.7:</a>	Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.
<a href="#">SP.PK12.VI.2.1:</a>	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.2.2:</a>	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
<a href="#">SP.PK12.VI.2.3:</a>	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
<a href="#">SP.PK12.VI.2.4:</a>	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student’s developmental level.
<a href="#">SP.PK12.VI.2.5:</a>	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.

<a href="#">SP.PK12.VI.3.2:</a>	Identify a variety of jobs and careers and possible accommodations for workers who are blind or visually impaired.
<a href="#">SP.PK12.VI.4.2:</a>	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
<a href="#">SP.PK12.VI.4.3:</a>	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.
<a href="#">SP.PK12.VI.5.1:</a>	Identify personal body parts and analyze their location relative to self and the environment.
<a href="#">SP.PK12.VI.5.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.VI.5.3:</a>	<b>Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.</b>
<a href="#">SP.PK12.VI.5.4:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.VI.5.5:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.VI.5.6:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.VI.5.7:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.VI.6.2:</a>	Navigate and manipulate the presentation format of auditory resources as needed.
<a href="#">SP.PK12.VI.7.1a:</a>	Explain own visual impairment.
<a href="#">SP.PK12.VI.7.2a:</a>	Identify personal likes and dislikes.
<a href="#">SP.PK12.VI.7.3a:</a>	Identify personal strengths, competencies, and challenges.
<a href="#">SP.PK12.VI.7.4:</a>	Explain possible coping strategies for managing stressors.
<a href="#">SP.PK12.VI.7.5:</a>	Describe goals in self-advocating using appropriate communication and assertiveness.
<a href="#">SP.PK12.VI.8.1:</a>	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
<a href="#">SP.PK12.VI.8.2:</a>	Respond to and summarize instructional level information presented in an auditory format.
<a href="#">SP.PK12.VI.9.1:</a>	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.3:</a>	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.4:</a>	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.5a:</a>	Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.6:</a>	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.7a:</a>	Identify steps to purchase an item from a store using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.8a:</a>	Demonstrate simple household skills including cleaning own area using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.9:</a>	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.



# Unique Skills Independent Function: PK-5 (#7763100)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7763100	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Special Courses >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> U SKLS IND FUNC:PK-5
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> K,1,2,3,4,5,PreK	

## VERSION DESCRIPTION

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.10.1a:</a>	Complete routines and tasks according to instructions and expectations.
<a href="#">SP.PK12.US.10.2a:</a>	Sequence two or more tasks to complete activities.
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.10:</a>	Recognize and convey personal information, including determining when to keep such information confidential.
<a href="#">SP.PK12.US.8.11a:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.
<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.

<a href="#">SP.PK12.US.9.2a:</a>	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
<a href="#">SP.PK12.US.9.3a:</a>	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.5a:</a>	Identify and follow rules when using transportation in the community.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.



# Expanded Skills: PK-5 (#7763090)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763090

**Course Section:** Exceptional Student Education

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

**Grade Level(s) Version:** K,1,2,3,4,5,PreK

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

**Abbreviated Title:** EXP SKLS: PK-5

**Course Length:** Year (Y)

## VERSION DESCRIPTION

The purpose of this course is to enable students who are deaf and hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource class, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

This course is designed to reflect the wide range of abilities within the populations of students with this disability. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.DH.1.1a:</a>	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.
<a href="#">SP.PK12.DH.1.2a:</a>	Identify contributions of past and present figures of the Deaf community.
<a href="#">SP.PK12.DH.1.3a:</a>	Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.
<a href="#">SP.PK12.DH.1.4a:</a>	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
<a href="#">SP.PK12.DH.2.1:</a>	Identify steps to complete school assignments and tasks according to directions.
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.
<a href="#">SP.PK12.DH.2.3a:</a>	Identify previously learned academic vocabulary, skill, or content in new skills and concepts.
<a href="#">SP.PK12.DH.2.4a:</a>	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.
<a href="#">SP.PK12.DH.2.5:</a>	Request clarification of school assignments from teachers, family, and peers, when needed.
<a href="#">SP.PK12.DH.3.1a:</a>	Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.
<a href="#">SP.PK12.DH.3.2:</a>	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
<a href="#">SP.PK12.DH.3.3a:</a>	Identify the basic information on an audiogram.
<a href="#">SP.PK12.DH.3.4:</a>	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
<a href="#">SP.PK12.DH.3.5a:</a>	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
<a href="#">SP.PK12.DH.3.6a:</a>	Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.

<a href="#">SP.PK12.DH.3.7a:</a>	Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.
<a href="#">SP.PK12.DH.4.1:</a>	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
<a href="#">SP.PK12.DH.5.1:</a>	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
<a href="#">SP.PK12.DH.5.2a:</a>	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.
<a href="#">SP.PK12.DH.5.4a:</a>	Communicate with others in ways appropriate for the relationship, such as friends and family.
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
<a href="#">SP.PK12.DH.6.1a:</a>	Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.
<a href="#">SP.PK12.DH.6.2a:</a>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.
<a href="#">SP.PK12.DH.6.3a:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.
<a href="#">SP.PK12.DH.6.4a:</a>	Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.



# Unique Skills: Curriculum and Learning: PK–5 (#7763110)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7763110	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Special Courses >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> U SKLS CURR&LRN:PK-5
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.1.1a:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.2a:</a>	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
<a href="#">SP.PK12.US.1.2b:</a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#">SP.PK12.US.1.3a:</a>	Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.4a:</a>	Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.2.1a:</a>	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
<a href="#">SP.PK12.US.2.2a:</a>	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
<a href="#">SP.PK12.US.2.3:</a>	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
<a href="#">SP.PK12.US.3.1a:</a>	Apply skills and strategies to solve personal and school problems.

<a href="#">SP.PK12.US.3.2a:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#">SP.PK12.US.3.3a:</a>	Participate effectively in educational planning, including but not limited to, the Individual Educational Plan (IEP).
<a href="#">SP.PK12.US.3.4:</a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.



# Unique Skills Communication: PK–5 (#7763120)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763120

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

**Abbreviated Title:** U SKLS COMMUNIC:PK-5

**Course Length:** Year (Y)

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3a:</a>	Initiate and participate in conversations with adults and peers.
<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker’s perspective and nonverbal messages.
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#">SP.PK12.US.5.3:</a>	Answer different types of questions, such as yes/no, open ended, and “wh” questions.
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.
<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.
<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.

<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">US.PK12.CM.1.1:</a>	Follow multi-step directions in sequence.
<a href="#">US.PK12.CM.1.2:</a>	Demonstrate understanding and recall of stories and information presented orally.



# Speech Therapy: PK-5 (#7763030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763030

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Therapy >

**Abbreviated Title:** SPEECH THRPY: PK-5

**Course Length:** Year (Y)

## GENERAL NOTES

### PURPOSE

The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

### NOTES

This course is designed for students with disabilities whose IEP indicates the need for speech therapy, either as an exceptional student education program or related service.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Certification Requirement:

- SLPA
- SPCH CORR @6
- SP LG ASSOC 6
- SP LG IMPR 6
- LIC SP LG PATH

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.10.1:</a>	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.8.1:</a>	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.9.1:</a>	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.



# Language Therapy: PK-5 (#7763040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7763040	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Therapy >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> LANG THRPY: PK-5
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)

## GENERAL NOTES

### PURPOSE

The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

### NOTES

This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Certification Requirement:

- LIC SP LG PATH
- SLPA
- SPCH CORR @6
- SP LG ASSOC 6
- SP LG IMPR 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.1.1:</a>	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
<a href="#">SP.PK12.TP.2.1:</a>	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
<a href="#">SP.PK12.TP.3.1:</a>	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
<a href="#">SP.PK12.TP.4.1:</a>	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
<a href="#">SP.PK12.TP.5.1:</a>	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
<a href="#">SP.PK12.VI.6.1:</a>	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.





# Occupational Therapy: PK-5 (#7763050)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763050

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Therapy >

**Abbreviated Title:** OCCU THRPY: PK-5

**Course Length:** Year (Y)

## GENERAL NOTES

The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Certification Requirement:

## QUALIFICATIONS

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LIC AS OTA  
OCCUP THER @ 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.7.1:</a>	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.



# Physical Therapy: PK-5 (#7763070)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763070

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Therapy >

**Abbreviated Title:** PHY THRPY: PK-5

**Course Length:** Year (Y)

## GENERAL NOTES

The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual education plan or educational plan to benefit from specially designed instruction.

This course is designed for students with disabilities whose individual educational plan or educational plan indicates the need for physical therapy, as a related service and is specified in a plan of treatment or care developed by a Licensed Physical Therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**Certification Requirement:**

LIC AS PHY THER

LIC AS PTA

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.7.1:</a>	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.



# Access Visual and Performing Arts: 6-8 (#7801010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7801010	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> ACCESS V/P ARTS: 6-8
<b>Keywords:</b> access art, middle school art, ESE art, access points	<b>Course Length:</b> Semester (S)
<b>Grade Level(s):</b> 6, 7, 8	

## VERSION DESCRIPTION

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">DA.68.C.1.1:</a>	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.								
	<p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">DA.68.C.1.In.a:</a></td> <td>Identify artistic intent of the choreographer/ performer within a dance performance.</td> </tr> <tr> <td><a href="#">DA.68.C.1.Su.a:</a></td> <td>Recognize the artistic intent of the choreographer/ performer within a variety of dance performances.</td> </tr> <tr> <td><a href="#">DA.68.C.1.Pa.a:</a></td> <td>Indicate the intent of the performer from selected dance examples.</td> </tr> </tbody> </table>	Name	Description	<a href="#">DA.68.C.1.In.a:</a>	Identify artistic intent of the choreographer/ performer within a dance performance.	<a href="#">DA.68.C.1.Su.a:</a>	Recognize the artistic intent of the choreographer/ performer within a variety of dance performances.	<a href="#">DA.68.C.1.Pa.a:</a>	Indicate the intent of the performer from selected dance examples.
Name	Description								
<a href="#">DA.68.C.1.In.a:</a>	Identify artistic intent of the choreographer/ performer within a dance performance.								
<a href="#">DA.68.C.1.Su.a:</a>	Recognize the artistic intent of the choreographer/ performer within a variety of dance performances.								
<a href="#">DA.68.C.1.Pa.a:</a>	Indicate the intent of the performer from selected dance examples.								
<a href="#">DA.68.C.1.2:</a>	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.								
	<p><b>Remarks/Examples:</b> e.g., in a classroom, master class, rehearsal, audition</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">DA.68.C.1.In.b:</a></td> <td>Re-create movement sequences with energy, expression, and clarity.</td> </tr> <tr> <td><a href="#">DA.68.C.1.Su.b:</a></td> <td>Re-create movement in short sequences with energy, expression, and clarity.</td> </tr> <tr> <td><a href="#">DA.68.C.1.Pa.b:</a></td> <td>Re-create a variety of movement sequences related to dance.</td> </tr> </tbody> </table>	Name	Description	<a href="#">DA.68.C.1.In.b:</a>	Re-create movement sequences with energy, expression, and clarity.	<a href="#">DA.68.C.1.Su.b:</a>	Re-create movement in short sequences with energy, expression, and clarity.	<a href="#">DA.68.C.1.Pa.b:</a>	Re-create a variety of movement sequences related to dance.
Name	Description								
<a href="#">DA.68.C.1.In.b:</a>	Re-create movement sequences with energy, expression, and clarity.								
<a href="#">DA.68.C.1.Su.b:</a>	Re-create movement in short sequences with energy, expression, and clarity.								
<a href="#">DA.68.C.1.Pa.b:</a>	Re-create a variety of movement sequences related to dance.								
<a href="#">DA.68.C.3.2:</a>	Evaluate key elements observed in historically significant, exemplary works of dance.								
	<p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> </tbody> </table>	Name	Description						
Name	Description								

[DA.68.C.3.In.b:](#) Use defined criteria to respond to dance performances of a specified period or genre.

[DA.68.C.3.Su.b:](#) Use a teacher-selected criterion to respond to dance of a specified period or genre.

[DA.68.C.3.Pa.b:](#) Select preferred dance performances of a specified period or genre.

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

[DA.68.F.1.1:](#)

**Remarks/Examples:**

e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus

**Related Access Points**

Name	Description
<a href="#">DA.68.F.1.In.a:</a>	Individually or collaboratively demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.
<a href="#">DA.68.F.1.Su.a:</a>	Individually or collaboratively demonstrate the use of selected technology tools to produce or experience dance performances as a citizen, consumer, or worker.
<a href="#">DA.68.F.1.Pa.a:</a>	Collaboratively demonstrate the use of selected technology tools to produce or experience dance performances.

Explore use of technology as a tool for creating, refining, and responding to dance.

[DA.68.F.1.2:](#)

**Remarks/Examples:**

e.g., video, projections

**Related Access Points**

Name	Description
<a href="#">DA.68.F.1.In.a:</a>	Individually or collaboratively demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.
<a href="#">DA.68.F.1.Su.a:</a>	Individually or collaboratively demonstrate the use of selected technology tools to produce or experience dance performances as a citizen, consumer, or worker.
<a href="#">DA.68.F.1.Pa.a:</a>	Collaboratively demonstrate the use of selected technology tools to produce or experience dance performances.

Identify and execute characteristic rhythms in dances representing one or more cultures.

[DA.68.H.1.1:](#)

**Remarks/Examples:**

e.g., African, Indian, Irish, Israeli, Latin

**Related Access Points**

Name	Description
<a href="#">DA.68.H.1.In.a:</a>	Identify similarities and differences in dances produced by different cultures.
<a href="#">DA.68.H.1.Su.a:</a>	Recognize similarities and differences in dances produced by different cultures.
<a href="#">DA.68.H.1.Pa.a:</a>	Recognize similarities and differences in dances.

Analyze dance in various cultural and historical periods, and discuss how it has changed over time.

[DA.68.H.2.1:](#)

**Remarks/Examples:**

e.g., equality of gender and race, social trends

**Related Access Points**

Name	Description
<a href="#">DA.68.H.2.In.a:</a>	Identify similarities and differences of dance from various cultures and historical periods.
<a href="#">DA.68.H.2.Su.a:</a>	Recognize significant dances from various cultures and historical periods.
<a href="#">DA.68.H.2.Pa.a:</a>	Recognize the origin or genre of selected dance performances.

Compare the roles of dance in various cultures.

[DA.68.H.2.2:](#)

**Remarks/Examples:**

e.g., celebratory, storytelling, social, spiritual

**Related Access Points**

Name	Description
<a href="#">DA.68.H.2.In.a:</a>	Identify similarities and differences of dance from various cultures and historical periods.
<a href="#">DA.68.H.2.Su.a:</a>	Recognize significant dances from various cultures and historical periods.
<a href="#">DA.68.H.2.Pa.a:</a>	Recognize the origin or genre of selected dance performances.

Compare characteristics of two dance forms.

[DA.68.O.1.1:](#)

**Remarks/Examples:**

e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira

**Related Access Points**

Name	Description
<a href="#">DA.68.O.1.In.a:</a>	Identify characteristics of a variety of dance forms.
<a href="#">DA.68.O.1.Su.a:</a>	Recognize a characteristic of a variety of dance forms.

[DA.68.O.1.Pa.a:](#)

Recognize a characteristic of a dance form.

[DA.68.O.1.2:](#)

Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.

**Related Access Points**

Name	Description
<a href="#">DA.68.O.1.In.b:</a>	Demonstrate specified procedures and audience etiquette.
<a href="#">DA.68.O.1.Su.b:</a>	Practice specified procedures and audience etiquette.
<a href="#">DA.68.O.1.Pa.b:</a>	Practice a specified element of audience etiquette at performances.

[DA.68.O.1.3:](#)

Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.

**Related Access Points**

Name	Description
<a href="#">DA.68.O.1.In.c:</a>	Investigate the positions, initiations, and movements within a given step.
<a href="#">DA.68.O.1.Su.c:</a>	Identify the elements of dance in planned and improvised dance pieces to show awareness of structure.
<a href="#">DA.68.O.1.Pa.c:</a>	Imitate a movement sequence based on the elements of dance.

[DA.68.O.2.1:](#)

Create a dance phrase and revise one or more elements to add interest and diversity to the piece.

**Related Access Points**

Name	Description
<a href="#">DA.68.O.2.In.a:</a>	Revise one or more elements of a dance phrase to add interest and diversity.
<a href="#">DA.68.O.2.Su.a:</a>	Re-create a dance phrase.
<a href="#">DA.68.O.2.Pa.a:</a>	Identify preferred dance examples.

Explore dance phrases to investigate choreographic principles and structures.

[DA.68.S.1.1:](#)

**Remarks/Examples:**  
 e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution

**Related Access Points**

Name	Description
<a href="#">DA.68.S.1.In.a:</a>	Imitate dance phrases to investigate choreographic principles and structures.
<a href="#">DA.68.S.1.Su.a:</a>	Imitate dance phrases to investigate choreographic principles.
<a href="#">DA.68.S.1.Pa.a:</a>	Imitate movement sequences to investigate choreographic principles.

[DA.68.S.1.2:](#)

Experiment with improvisational exercises to develop creative risk-taking capacities.

**Related Access Points**

Name	Description
<a href="#">DA.68.S.1.In.a:</a>	Imitate dance phrases to investigate choreographic principles and structures.
<a href="#">DA.68.S.1.Su.a:</a>	Imitate dance phrases to investigate choreographic principles.
<a href="#">DA.68.S.1.Pa.a:</a>	Imitate movement sequences to investigate choreographic principles.

Analyze the possibilities and limitations of the body through short dance sequences.

[DA.68.S.1.3:](#)

**Remarks/Examples:**  
 e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)

**Related Access Points**

Name	Description
<a href="#">DA.68.S.1.In.a:</a>	Imitate dance phrases to investigate choreographic principles and structures.
<a href="#">DA.68.S.1.Su.a:</a>	Imitate dance phrases to investigate choreographic principles.
<a href="#">DA.68.S.1.Pa.a:</a>	Imitate movement sequences to investigate choreographic principles.

[DA.68.S.2.1:](#)

Sustain focused attention, respect, and discipline during classes and performances.

**Related Access Points**

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

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

Develop strategies for listening to unfamiliar musical works.

[MU.68.C.1.1:](#)

**Remarks/Examples:**  
 e.g., listening maps, active listening, checklists

**Related Access Points**

Name	Description
<a href="#">MU.68.C.1.In.a:</a>	Develop effective sensory strategies and describe how they support appreciation of familiar musical works.
<a href="#">MU.68.C.1.Su.a:</a>	Use appropriate sensory skills to support appreciation of familiar musical works.
<a href="#">MU.68.C.1.Pa.a:</a>	Use the senses to support appreciation of familiar musical works.

Identify, aurally, instrumental styles and a variety of instrumental ensembles.

[MU.68.C.1.3:](#)

**Remarks/Examples:**  
e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles

**Related Access Points**

Name	Description
<a href="#">MU.68.C.1.In.c:</a>	Identify selected instrumental styles and ensembles.
<a href="#">MU.68.C.1.Su.c:</a>	Recognize selected instrumental styles and ensembles.
<a href="#">MU.68.C.1.Pa.c:</a>	Recognize selected instrumental styles.

Identify, aurally, a variety of vocal styles and ensembles.

[MU.68.C.1.4:](#)

**Remarks/Examples:**  
e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs

**Related Access Points**

Name	Description
<a href="#">MU.68.C.1.In.d:</a>	Identify selected vocal styles and ensembles.
<a href="#">MU.68.C.1.Su.d:</a>	Recognize selected vocal styles and ensembles.
<a href="#">MU.68.C.1.Pa.d:</a>	Recognize selected vocal styles.

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

[MU.68.C.2.2:](#)

**Remarks/Examples:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality

**Related Access Points**

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

[MU.68.C.3.1:](#)

Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

**Related Access Points**

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

[MU.68.F.1.1:](#)

Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

**Related Access Points**

Name	Description
<a href="#">MU.68.F.1.In.a:</a>	Create new interpretations of melodic or rhythmic pieces by using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<a href="#">MU.68.F.1.Su.a:</a>	Change the feeling of melodic or rhythmic pieces using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<a href="#">MU.68.F.1.Pa.a:</a>	Participate in the production of changes in sounds and movements of melodic or rhythmic pieces.

Create an original composition that reflects various performances that use "traditional" and contemporary technologies.

[MU.68.F.1.2:](#)

**Remarks/Examples:**  
e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software

**Related Access Points**

Name	Description
<a href="#">MU.68.F.1.In.b:</a>	Create, interpret, and respond to music that integrates traditional and contemporary technologies.
<a href="#">MU.68.F.1.Su.b:</a>	Create, interpret, or respond to music that integrates traditional and contemporary technologies.
<a href="#">MU.68.F.1.Pa.b:</a>	Explore music that integrates traditional and contemporary technologies.

Describe how concert attendance can financially impact a community.

[MU.68.F.2.2:](#)

**Remarks/Examples:**  
e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants

**Related Access Points**

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

Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.

[MU.68.F.3.3:](#)

<b>Remarks/Examples:</b> e.g., idea, development, editing, selling, revising, testing, presenting
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**Related Access Points**

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

[MU.68.H.1.1:](#)

Describe the functions of music from various cultures and time periods.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.1.In.a:</a>	Identify the functions of music from various cultures and time periods.
<a href="#">MU.68.H.1.Su.a:</a>	Identify the purpose for which specified music is used within various cultures.
<a href="#">MU.68.H.1.Pa.a:</a>	Recognize the purpose for which specified music is used within various cultures.

[MU.68.H.1.2:](#)

Identify the works of representative composers within a specific style or time period.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.1.In.b:</a>	Identify a characteristic of music from another culture in selected American music.
<a href="#">MU.68.H.1.Su.b:</a>	Recognize a characteristic of music from another culture in selected American music.
<a href="#">MU.68.H.1.Pa.b:</a>	Recognize a similarity between a selected American piece and that of a selected piece from another culture.

[MU.68.H.1.3:](#)

Describe how American music has been influenced by other cultures.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.1.In.c:</a>	Identify authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.Su.c:</a>	Recognize authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.Pa.c:</a>	Recognize a selected authentic stylistic feature in music originating from various cultures.

[MU.68.H.1.5:](#)

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

**Related Access Points**

Name	Description
<a href="#">MU.68.H.1.In.c:</a>	Identify authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.Su.c:</a>	Recognize authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.Pa.c:</a>	Recognize a selected authentic stylistic feature in music originating from various cultures.

[MU.68.H.2.1:](#)

Describe the influence of historical events and periods on music composition and performance.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.2.In.a:</a>	Identify the influence of historical events and periods on music composition and performance.
<a href="#">MU.68.H.2.Su.a:</a>	Recognize the influence of selected historical or cultural events on music of the time.
<a href="#">MU.68.H.2.Pa.a:</a>	Associate music with significant historical or cultural events.

[MU.68.H.2.2:](#)

Analyze how technology has changed the way music is created, performed, acquired, and experienced.

<b>Remarks/Examples:</b> e.g., from harpsichord to piano; from phonograph to CD
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**Related Access Points**

Name	Description
<a href="#">MU.68.H.2.In.b:</a>	Identify a variety of technologies to create, perform, acquire, and experience music.
<a href="#">MU.68.H.2.Su.b:</a>	Recognize selected technologies to create, perform, acquire, and experience music.
<a href="#">MU.68.H.2.Pa.b:</a>	Recognize selected ways to create, perform, acquire, and experience music.

Discuss how the absence of music would affect other content areas and contexts.

[MU.68.H.3.2:](#)

**Remarks/Examples:**

e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays

**Related Access Points**

Name	Description
<a href="#">MU.68.H.3.Pa.a:</a>	Select music to enhance other content areas or contexts.

Compare performances of a musical work to identify artistic choices made by performers.

[MU.68.O.1.1:](#)

**Remarks/Examples:**

e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

**Related Access Points**

Name	Description
<a href="#">MU.68.O.1.In.a:</a>	Compare musical elements in different types of music using correct music vocabulary.
<a href="#">MU.68.O.1.Su.a:</a>	Identify elements of music in different types of music.
<a href="#">MU.5.O.1.Pa.a:</a>	Recognize a selected element in a piece of music.

Create a composition, manipulating musical elements and exploring the effects of those manipulations.

[MU.68.O.2.1:](#)

**Remarks/Examples:**

e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality

**Related Access Points**

Name	Description
<a href="#">MU.68.O.2.In.a:</a>	Manipulate the elements of a musical piece and explore the effects of those manipulations.
<a href="#">MU.68.O.2.Su.a:</a>	Change the feeling of a musical phrase by altering an element of music.
<a href="#">MU.68.O.2.Pa.a:</a>	Select an element to change in a musical phrase.

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

[MU.68.O.3.1:](#)

**Remarks/Examples:**

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration

**Related Access Points**

Name	Description
<a href="#">MU.68.O.3.In.a:</a>	Identify how instrumentation and expressive elements affect the mood or emotion of a song.
<a href="#">MU.68.O.3.Su.a:</a>	Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song.
<a href="#">MU.68.O.3.Pa.a:</a>	Match instrumentation or expressive elements to mood or emotion.

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

[MU.68.O.3.2:](#)

**Related Access Points**

Name	Description
<a href="#">MU.68.O.3.In.b:</a>	Apply expressive elements to a vocal or instrumental piece.
<a href="#">MU.68.O.3.Su.b:</a>	Change an expressive element in a vocal or instrumental piece and identify the result.
<a href="#">MU.68.O.3.Pa.a:</a>	Match instrumentation or expressive elements to mood or emotion.

Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

[MU.68.S.1.1:](#)

**Remarks/Examples:**

e.g., blues, rock

**Related Access Points**

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

Compose a short musical piece.

[MU.68.S.1.2:](#)

**Remarks/Examples:**

e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice

**Related Access Points**

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

[MU.68.S.1.3:](#)

Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

**Related Access Points**

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

Sing or play melodies by ear with support from the teacher and/or peers.

[MU.68.S.1.4:](#)

**Remarks/Examples:**  
e.g., melodies using traditional classroom instruments and/or voice

**Related Access Points**

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

Perform melodies with chord progressions.

[MU.68.S.1.5:](#)

**Remarks/Examples:**  
e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar

**Related Access Points**

Name	Description
<a href="#">MU.68.S.1.In.b:</a>	Improvise phrases using familiar songs.
<a href="#">MU.68.S.1.Su.b:</a>	Perform simple instrumental musical patterns.
<a href="#">MU.68.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

[MU.68.S.1.6:](#)

Compose a melody, with or without lyrics, over a standard harmonic progression.

**Related Access Points**

Name	Description
<a href="#">MU.68.S.1.In.c:</a>	Perform a familiar melody with instrumental musical patterns.
<a href="#">MU.68.S.1.Su.b:</a>	Perform simple instrumental musical patterns.
<a href="#">MU.68.S.1.Pa.b:</a>	Participate in simple instrumental patterns.

Perform music from memory to demonstrate knowledge of the musical structure.

[MU.68.S.2.1:](#)

**Remarks/Examples:**  
e.g., basic themes, patterns, tonality, melody, harmony

**Related Access Points**

Name	Description
<a href="#">MU.68.S.2.In.a:</a>	Perform musical patterns or music from memory.
<a href="#">MU.68.S.2.Su.a:</a>	Re-create musical phrases or music from a given musical example.
<a href="#">MU.68.S.2.Pa.a:</a>	Match a musical pattern or phrase to a given musical example.

Sing and/or play age-appropriate repertoire expressively.

[MU.68.S.3.1:](#)

**Remarks/Examples:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

**Related Access Points**

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

Sight-read standard exercises and simple repertoire.

[MU.68.S.3.3:](#)

**Remarks/Examples:**  
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

**Related Access Points**

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

Devise an original work based on a community issue that explores various solutions to a problem.

[TH.68.C.1.1:](#)

**Remarks/Examples:**

e.g., health, environment, politics, bullying

**Related Access Points**

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

[TH.68.C.1.3:](#)

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

**Related Access Points**

Name	Description
<a href="#">TH.68.C.1.In.c:</a>	Identify elements necessary to portray reality in a theatrical performance.
<a href="#">TH.68.C.1.Su.c:</a>	Recognize selected elements necessary to portray reality in a theatrical performance.
<a href="#">TH.68.C.1.Pa.c:</a>	Recognize a selected element to portray reality in a theatrical performance.

[TH.68.C.1.5:](#)

Describe how a theatrical activity can entertain or instruct an audience.

**Related Access Points**

Name	Description
<a href="#">TH.68.C.1.In.e:</a>	Examine the purpose, elements, and meaning of a theatrical work to determine its value.
<a href="#">TH.68.C.1.Su.e:</a>	Examine the purpose, elements, or meaning of a theatrical work.
<a href="#">TH.68.C.1.Pa.e:</a>	Recognize the purpose of a theatrical work.

Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.

[TH.68.C.1.6:](#)

**Remarks/Examples:**

e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon

**Related Access Points**

Name	Description
<a href="#">TH.68.C.1.In.f:</a>	Use defined criteria to analyze the development of drama over time.
<a href="#">TH.68.C.1.Su.f:</a>	Use specific criteria to explain the development of drama over time.
<a href="#">TH.68.C.1.Pa.f:</a>	Identify specific selections of drama in the development of drama over time.

Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

[TH.68.C.3.1:](#)

**Remarks/Examples:**

e.g., color, texture, shape, form, sound

**Related Access Points**

Name	Description
<a href="#">TH.68.C.3.In.a:</a>	Describe elements necessary to portray artistic intent in a theatrical performance.
<a href="#">TH.68.C.3.Su.a:</a>	Identify selected elements necessary to portray artistic intent in a theatrical performance.
<a href="#">TH.68.C.3.Pa.a:</a>	Select an element in a theatrical performance.

[TH.68.C.3.2:](#)

Compare a film version of a story to its original play form.

**Related Access Points**

Name	Description
<a href="#">TH.68.C.3.In.b:</a>	Compare the telling of a story in two different media.
<a href="#">TH.68.C.3.Su.b:</a>	Identify similarities and differences between the telling of a story in two different media.
<a href="#">TH.68.C.3.Pa.b:</a>	Recognize a similarity or difference between the telling of a story in two different media.

[TH.68.F.1.1:](#)

Manipulate various design components to imagine the world of the character.

**Related Access Points**

Name	Description
<a href="#">TH.68.F.1.In.a:</a>	Create, interpret, and respond to theatre that uses improvised storytelling.
<a href="#">TH.68.F.1.Su.a:</a>	Create, interpret, or respond to theatre that uses improvised storytelling.
<a href="#">TH.68.F.1.Pa.a:</a>	Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.68.F.1.2:](#)

Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.

**Related Access Points**

Name	Description
<a href="#">TH.68.F.1.In.a:</a>	Create, interpret, and respond to theatre that uses improvised storytelling.
<a href="#">TH.68.F.1.Su.a:</a>	Create, interpret, or respond to theatre that uses improvised storytelling.

[TH.68.F.1.Pa.a:](#) Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.68.F.1.3:](#)

Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.

#### Related Access Points

Name	Description
<a href="#">TH.68.F.1.In.a:</a>	Create, interpret, and respond to theatre that uses improvised storytelling.
<a href="#">TH.68.F.1.Su.a:</a>	Create, interpret, or respond to theatre that uses improvised storytelling.
<a href="#">TH.68.F.1.Pa.a:</a>	Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.68.F.2.1:](#)

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

#### Related Access Points

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

[TH.68.F.2.2:](#)

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

#### Related Access Points

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

[TH.68.H.1.2:](#)

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

#### Related Access Points

Name	Description
<a href="#">TH.68.H.1.In.b:</a>	Describe physical and emotional qualities that define one or more major characters in a theatrical production.
<a href="#">TH.68.H.1.Su.b:</a>	Identify physical and emotional qualities that define one or more major characters in a theatrical production.
<a href="#">TH.68.H.1.Pa.b:</a>	Recognize a physical or emotional quality that defines one or more major characters in a theatrical production.

[TH.68.H.1.4:](#)

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

#### Related Access Points

Name	Description
<a href="#">TH.68.H.1.In.c:</a>	Create lines for a monologue or scene.
<a href="#">TH.68.H.1.Su.c:</a>	Re-create lines from a monologue or scene.
<a href="#">TH.68.H.1.Pa.c:</a>	Contribute selected lines for a monologue or scene.

[TH.68.H.1.6:](#)

Discuss how a performer responds to different audiences.

#### Related Access Points

Name	Description
<a href="#">TH.68.H.1.In.a:</a>	Connect cultural and historical beliefs and values to the related theatrical period.
<a href="#">TH.68.H.1.Su.a:</a>	Recognize cultural or historical influences on theatrical works.
<a href="#">TH.68.H.1.Pa.a:</a>	Associate theatre with cultures or times.

Describe historical and cultural influences leading to changes in theatre performance spaces and technology.

[TH.68.H.2.6:](#)

**Remarks/Examples:**  
e.g., indoor theatres, proscenium, gas lighting, computers

#### Related Access Points

Name	Description
<a href="#">TH.68.H.2.In.c:</a>	Identify theatrical resources in the community.
<a href="#">TH.68.H.2.Su.c:</a>	Recognize theatrical resources in the community.
<a href="#">TH.68.H.2.Pa.c:</a>	Recognize a theatrical resource in the community.

[TH.68.H.2.7:](#)

Define theatre genres from different periods in history, giving examples of each.

#### Related Access Points

Name	Description
<a href="#">TH.68.H.2.In.d:</a>	Identify a variety of theatre genres.
<a href="#">TH.68.H.2.Su.d:</a>	Recognize a variety of theatre genres.

[TH.68.H.3.2:](#)

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

**Related Access Points**

Name	Description
<a href="#">TH.68.H.3.In.a:</a>	Identify similarities in principles and skills used in theatre and other fields.
<a href="#">TH.68.H.3.Su.a:</a>	Recognize similarities in selected principles and skills used in theatre and other fields.
<a href="#">TH.68.H.3.Pa.a:</a>	Recognize a similarity in a selected principle or skill used in theatre and other fields.

[TH.68.H.3.4:](#)

Describe the importance of wellness and care for the actor's physical being as a performance instrument.

**Related Access Points**

Name	Description
<a href="#">TH.68.H.3.In.c:</a>	Demonstrate maintenance of a health-enhancing level of personal fitness.
<a href="#">TH.68.H.3.Su.c:</a>	Participate in the maintenance of a health-enhancing level of personal fitness.
<a href="#">TH.68.H.3.Pa.c:</a>	Select a health-enhancing activity to promote personal fitness.

[TH.68.O.1.1:](#)

Compare different processes an actor uses to prepare for a performance.

**Related Access Points**

Name	Description
<a href="#">TH.68.O.1.In.a:</a>	Demonstrate processes an actor uses to prepare for a performance.
<a href="#">TH.68.O.1.Su.a:</a>	Identify processes an actor uses to prepare for a performance.
<a href="#">TH.68.O.1.Pa.a:</a>	Recognize a process an actor uses to prepare for a performance.

[TH.68.O.2.1:](#)

Diagram the major parts of a play and their relationships to each other.

**Related Access Points**

Name	Description
<a href="#">TH.68.O.2.In.a:</a>	Identify similarities and differences between a theatrical performance if depicted in a different location, time, or culture.
<a href="#">TH.68.O.2.Su.a:</a>	Recognize similarities and differences between a theatrical performance if depicted in a different location, time, or culture.
<a href="#">TH.68.O.2.Pa.a:</a>	Recognize a similarity or difference between a theatrical performance if depicted in a different location, time, or culture.

[TH.68.O.2.2:](#)

Explain how a performance would change if depicted in a different location, time, or culture.

**Related Access Points**

Name	Description
<a href="#">TH.68.O.2.In.a:</a>	Identify similarities and differences between a theatrical performance if depicted in a different location, time, or culture.
<a href="#">TH.68.O.2.Su.a:</a>	Recognize similarities and differences between a theatrical performance if depicted in a different location, time, or culture.
<a href="#">TH.68.O.2.Pa.a:</a>	Recognize a similarity or difference between a theatrical performance if depicted in a different location, time, or culture.

[TH.68.O.2.3:](#)

Write alternate endings for a specified play.

**Related Access Points**

Name	Description
<a href="#">TH.68.O.2.In.b:</a>	Suggest alternate story endings for a specified theatrical production.
<a href="#">TH.68.O.2.Su.b:</a>	Identify alternate story endings for a specified theatrical production.
<a href="#">TH.68.O.2.Pa.b:</a>	Recognize a story ending in a specified theatrical production.

[TH.68.O.2.4:](#)

Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.

**Related Access Points**

Name	Description
<a href="#">TH.68.O.2.In.c:</a>	Demonstrate theatrical skills and techniques appropriate for selected dramatizations.
<a href="#">TH.68.O.2.Su.c:</a>	Re-create basic theatrical skills and techniques appropriate for selected dramatizations.
<a href="#">TH.68.O.2.Pa.c:</a>	Contribute to creating or re-creating theatrical performances.

[TH.68.O.3.2:](#)

Explore how theatre and theatrical works have influenced various cultures.

**Related Access Points**

Name	Description
<a href="#">TH.68.O.3.In.a:</a>	Identify similarities and differences between theatre and other art forms.
<a href="#">TH.68.O.3.Su.a:</a>	Recognize similarities and differences between theatre and other art forms.
<a href="#">TH.68.O.3.Pa.a:</a>	Recognize a similarity and difference between theatre and other art forms.

[TH.68.S.1.1:](#)

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

### Related Access Points

Name	Description
<a href="#">TH.68.S.1.In.a:</a>	Describe the proper audience etiquette at live and recorded performances.
<a href="#">TH.68.S.1.Su.a:</a>	Demonstrate proper audience etiquette at live and recorded performances.
<a href="#">TH.68.S.1.Pa.a:</a>	Recognize a characteristic of proper audience etiquette at live and recorded performances.

[TH.68.S.1.2:](#)

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

### Related Access Points

Name	Description
<a href="#">TH.68.S.1.In.b:</a>	Create and refine selected theatrical performances.
<a href="#">TH.68.S.1.Su.b:</a>	Re-create and refine selected theatrical performances.
<a href="#">TH.68.S.1.Pa.b:</a>	Contribute to creating or responding to theatrical performances.

[TH.68.S.2.1:](#)

Discuss the value of collaboration in theatre and work together to create a theatrical production.

### Related Access Points

Name	Description
<a href="#">TH.68.S.2.In.a:</a>	Identify each individual's role in a collaborative project.
<a href="#">TH.68.S.2.Su.a:</a>	Identify the role of self in a collaborative project.
<a href="#">TH.68.S.2.Pa.a:</a>	Recognize that a performance is a collection of parts.

[TH.68.S.2.4:](#)

Memorize and present a character's lines from a monologue or scene.

### Related Access Points

Name	Description
<a href="#">TH.68.S.2.In.c:</a>	Memorize lines or actions from a monologue or scene.
<a href="#">TH.68.S.2.Su.c:</a>	Memorize selected lines or actions from a monologue or scene.
<a href="#">TH.68.S.2.Pa.c:</a>	Contribute selected lines or actions to scenes.

[VA.68.C.1.1:](#)

Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.

### Related Access Points

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

[VA.68.C.1.2:](#)

Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

### Related Access Points

Name	Description
<a href="#">VA.68.C.1.In.b:</a>	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
<a href="#">VA.68.C.1.Su.b:</a>	Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.
<a href="#">VA.68.C.1.Pa.b:</a>	Recognize selected visual or tactile characteristics of artworks.

Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.

[VA.68.C.1.3:](#)

**Remarks/Examples:**  
e.g., personal, cultural, historical

### Related Access Points

Name	Description
<a href="#">VA.68.C.1.In.c:</a>	Examine exemplary artworks to identify qualities that make the work unique or appealing.
<a href="#">VA.68.C.1.Su.c:</a>	Examine exemplary artworks to recognize qualities that make the work unique or appealing.
<a href="#">VA.68.C.1.Pa.c:</a>	Examine exemplary artworks to recognize a quality that makes the work unique or appealing.

[VA.68.C.2.1:](#)

Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.

### Related Access Points

Name	Description
<a href="#">VA.68.C.2.In.a:</a>	Analyze and revise artworks to meet established criteria.
<a href="#">VA.68.C.2.Su.a:</a>	Use defined criteria to analyze and revise artworks.
<a href="#">VA.68.C.2.Pa.a:</a>	Use a teacher-selected criterion to analyze and revise artworks.

Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

[VA.68.F.1.1:](#)

**Remarks/Examples:**  
e.g., potential to transfer and incorporate technological applications

[VA.68.F.1.2:](#) Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.

[VA.68.F.1.3:](#) Investigate and describe how technology inspires and affects new applications and adaptations in art.

Use technology skills to create an imaginative and unique work of art.

[VA.68.F.1.4:](#)

**Remarks/Examples:**  
e.g., convey depth, scale

[VA.68.F.2.1:](#)

Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

#### Related Access Points

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

[VA.68.F.2.4:](#)

Present research on the works of local artists and designers to understand the significance of art in the community.

#### Related Access Points

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

Collaborate with peers to complete an art task and develop leadership skills.

[VA.68.F.3.3:](#)

**Remarks/Examples:**  
e.g., task: voluntary, assigned; time: long-term group project

#### Related Access Points

Name	Description
<a href="#">VA.68.F.3.In.b:</a>	Prioritize, monitor, and complete tasks related to individual or collaborative visual art projects.
<a href="#">VA.68.F.3.Su.b:</a>	Sequence and execute visual art projects having three or more steps.
<a href="#">VA.68.F.3.Pa.b:</a>	Complete two or more steps related to individual or collaborative visual art projects.

[VA.68.F.3.4:](#)

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

#### Related Access Points

Name	Description
<a href="#">VA.68.F.3.In.b:</a>	Prioritize, monitor, and complete tasks related to individual or collaborative visual art projects.
<a href="#">VA.68.F.3.Su.b:</a>	Sequence and execute visual art projects having three or more steps.
<a href="#">VA.68.F.3.Pa.b:</a>	Complete two or more steps related to individual or collaborative visual art projects.

[VA.68.H.1.1:](#)

Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

#### Related Access Points

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

[VA.68.H.1.2:](#)

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

#### Related Access Points

Name	Description
<a href="#">VA.68.H.1.In.b:</a>	Identify and practice specified procedures and etiquette as part of an art audience.
<a href="#">VA.68.H.1.Su.b:</a>	Practice specified procedures and etiquette as part of an art audience.
<a href="#">VA.68.H.1.Pa.b:</a>	Practice a specified element of audience etiquette as part of an art audience.

[VA.68.H.2.1:](#)

Describe how previous cultural trends have led to the development of new art styles.

#### Related Access Points

Name	Description
<a href="#">VA.68.H.2.In.a:</a>	Identify influences of cultural trends on visual art.
<a href="#">VA.68.H.2.Su.a:</a>	Identify structural elements of art and organizational principles of design to create and respond to artworks.
<a href="#">VA.68.H.2.Pa.a:</a>	Recognize selected structural elements of art to create and respond to artworks.

Describe the rationale for creating, collecting, exhibiting, and owning works of art.

[VA.68.H.2.3:](#)

**Remarks/Examples:**  
e.g., private, public, and personal art collections

### Related Access Points

Name	Description
<a href="#">VA.68.H.2.In.c:</a>	Identify reasons to display artwork in public places.
<a href="#">VA.68.H.2.Su.c:</a>	Identify the physical features or characteristics of artworks displayed in the community.
<a href="#">VA.68.H.2.Pa.b:</a>	Recognize the use of visual art or utilitarian objects in daily life.

[VA.68.O.1.3:](#)

Combine creative and technical knowledge to produce visually strong works of art.

### Related Access Points

Name	Description
<a href="#">VA.68.O.1.In.a:</a>	Use the structural elements of art and organizational principles of design to understand the art-making process.
<a href="#">VA.68.O.1.Su.a:</a>	Use the structural elements of art and organizational principles of design in personal works of art.
<a href="#">VA.68.O.1.Pa.a:</a>	Use structural elements of art in personal artworks.

[VA.68.O.1.4:](#)

Create artworks that demonstrate skilled use of media to convey personal vision.

### Related Access Points

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

[VA.68.O.2.1:](#)

Create new meaning in artworks through shared language, expressive content, and ideation.

### Related Access Points

Name	Description
<a href="#">VA.68.O.2.In.a:</a>	Apply structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.68.O.2.Su.a:</a>	Use basic structural elements of visual art to create and respond to visual art.
<a href="#">VA.68.O.2.Pa.a:</a>	Use selected structural elements of art and organizational principles of design to create and respond to artworks.

[VA.68.O.2.3:](#)

Create a work of personal art using various media to solve an open-ended artistic problem.

### Related Access Points

Name	Description
<a href="#">VA.68.O.2.In.a:</a>	Apply structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.68.O.2.Su.a:</a>	Use basic structural elements of visual art to create and respond to visual art.
<a href="#">VA.68.O.2.Pa.a:</a>	Use selected structural elements of art and organizational principles of design to create and respond to artworks.

[VA.68.O.2.4:](#)

Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.

### Related Access Points

Name	Description
<a href="#">VA.68.O.2.In.a:</a>	Apply structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.68.O.2.Su.a:</a>	Use basic structural elements of visual art to create and respond to visual art.
<a href="#">VA.68.O.2.Pa.a:</a>	Use selected structural elements of art and organizational principles of design to create and respond to artworks.

[VA.68.S.1.1:](#)

Manipulate content, media, techniques, and processes to achieve communication with artistic intent.

### Related Access Points

Name	Description
<a href="#">VA.68.S.1.In.a:</a>	Manipulate tools and media to enhance communication in personal artworks.
<a href="#">VA.68.S.1.Su.a:</a>	Experiment with art tools and media to express ideas.
<a href="#">VA.68.S.1.Pa.a:</a>	Use a variety of visual art tools and media to express ideas.

[VA.68.S.1.2:](#)

Use media, technology, and other resources to derive ideas for personal art-making.

### Related Access Points

Name	Description
<a href="#">VA.68.S.1.In.b:</a>	Use media, technology, and other resources to inspire personal art-making decisions.
<a href="#">VA.68.S.1.Su.b:</a>	Use diverse resources to inspire artistic expression and achieve varied results.
<a href="#">VA.68.S.1.Pa.b:</a>	Explore diverse resources to inspire artistic expression and achieve varied results.

Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

[VA.68.S.1.3:](#)

**Remarks/Examples:**  
e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history

### Related Access Points

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

[VA.68.S.1.4:](#)

Use accurate art vocabulary to explain the creative and art-making processes.

**Related Access Points**

Name	Description
<a href="#">VA.68.S.1.In.d:</a>	Use accurate art vocabulary to communicate about works of art and art processes.
<a href="#">VA.68.S.1.Su.d:</a>	Choose accurate art vocabulary to describe works of art and art processes.
<a href="#">VA.68.S.1.Pa.c:</a>	Use art vocabulary to communicate ideas about art.

[VA.68.S.2.1:](#)

Organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Related Access Points**

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

[VA.68.S.2.2:](#)

Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

**Related Access Points**

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

[VA.68.S.3.1:](#)

Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

**Related Access Points**

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

[VA.68.S.3.3:](#)

Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

**Related Access Points**

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

[VA.68.S.3.5:](#)

Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.

**Related Access Points**

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

There are more than 3 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12900>



# Access M/J Language Arts 1 (#7810011)

{ [M/J Language Arts 1 - 1001010](#) }

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<b>Course Number:</b> 7810011	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J LA 1
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 6	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.6.B.3.3:</a>	Investigate a variety of technologies to gather health information. <b>Remarks/Examples:</b> Thermometer, television, Internet, audio books, and technology tools.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.6.B.3.In.c:</a>	Use technology to gather health information, such as a computer, thermometer, phone, television, or audio book.
<a href="#">HE.6.B.3.Su.c:</a>	Use selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book.
<a href="#">HE.6.B.3.Pa.c:</a>	Use technology to recognize selected health information, such as a computer, television, or audio book.
<a href="#">HE.6.B.4.1:</a>	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. <b>Remarks/Examples:</b> Role playing, short stories, and open-ended scenarios.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.6.B.4.In.a:</a>	Determine a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios.

[HE.6.B.4.Su.a:](#) Use a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios.

[HE.6.B.4.Pa.a:](#) Use a communication strategy to express wants, needs, or requests to enhance health.

Practice refusal skills and negotiation skills to reduce health risks.

[HE.6.B.4.2:](#)

**Remarks/Examples:**

Assertiveness, compromising, and use of "I" messages.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.b:</a>	Apply selected refusal and negotiation skills to reduce personal health risks, such as being assertive, compromising, and using "I" messages.
<a href="#">HE.6.B.4.Su.b:</a>	Demonstrate a refusal or negotiation skill to reduce personal health risks, such as being assertive, compromising, or using "I" messages.
<a href="#">HE.6.B.4.Pa.b:</a>	Use a refusal skill to reduce personal health risks at school, such as being assertive or using "I" messages.

Demonstrate effective conflict-management and/or resolution strategies.

[HE.6.B.4.3:](#)

**Remarks/Examples:**

Talk to an adult, anger management, and conflict mediation.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.c:</a>	Use selected conflict- management or resolution strategies, such as talking to an adult, managing anger effectively, and using conflict mediators.
<a href="#">HE.6.B.4.Su.c:</a>	Model a nonviolent way to resolve a conflict, such as talking to an adult, managing anger effectively, or using conflict mediators.
<a href="#">HE.6.B.4.Pa.c:</a>	Recognize a nonviolent way to resolve a conflict in the classroom, such as getting help from an adult.

Compile ways to ask for assistance to enhance the health of self and others.

[HE.6.B.4.4:](#)

**Remarks/Examples:**

Verbalize, write, and ask others for help.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.d:</a>	Identify ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.
<a href="#">HE.6.B.4.Su.d:</a>	Recognize ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.
<a href="#">HE.6.B.4.Pa.d:</a>	Use a communication strategy to express wants, needs, or requests to enhance health.

Investigate health-related situations that require the application of a thoughtful decision-making process.

[HE.6.B.5.1:](#)

**Remarks/Examples:**

Peer pressure, exposure to unsupervised firearms, and tobacco use.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.5.In.1:</a>	Identify a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.
<a href="#">HE.6.B.5.Su.1:</a>	Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.
<a href="#">HE.6.B.5.Pa.1:</a>	Recognize a health-related situation in which a decision is required, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.

Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

[HE.6.C.1.2:](#)

**Remarks/Examples:**

Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.1.In.b:</a>	Identify how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as eating well helps one stay alert in class, getting along with others helps decrease stress, and getting enough sleep helps one have more energy.
<a href="#">HE.6.C.1.Su.b:</a>	Recognize that the dimensions of health are interrelated, such as that physical health impacts emotional health.
<a href="#">HE.6.C.1.Pa.b:</a>	Recognize physical and emotional aspects of health, such as eating habits and expressing feelings.

Examine how media influences peer and community health behaviors.

[HE.6.C.2.5:](#)

**Remarks/Examples:**

Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.e:</a>	Identify how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials.
<a href="#">HE.6.C.2.Su.e:</a>	Recognize how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials.
<a href="#">HE.6.C.2.Pa.e:</a>	Recognize a way the media can influence peer or community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, or sports beverage commercials.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

[LAFS.6.L.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.6.L.1.AP.1a:</a>	Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.
<a href="#">LAFS.6.L.1.AP.1b:</a>	Identify and use pronouns accurately in writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

[LAFS.6.L.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.6.L.1.AP.2a:</a>	Use commas, parentheses and/or dashes in writing to set off nonrestrictive/parenthetical elements.
<a href="#">LAFS.6.L.1.AP.2b:</a>	Spell words correctly in writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/listener interest, and style
- Maintain consistency in style and tone.

[LAFS.6.L.2.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.6.L.2.AP.3a:</a>	Vary sentence patterns for meaning, reader interest and style within writing.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[LAFS.6.L.3.4:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.6.L.3.AP.4a:</a>	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.
<a href="#">LAFS.6.L.3.AP.4b:</a>	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
<a href="#">LAFS.6.L.3.AP.4c:</a>	Verify the prediction of the meaning of a new word or phrase.
<a href="#">LAFS.6.L.3.AP.4d:</a>	Consult reference materials to find the pronunciation of a word.
<a href="#">LAFS.6.L.3.AP.4e:</a>	Find the synonym for a word.
<a href="#">LAFS.6.L.3.AP.4f:</a>	Find the precise meaning of a word.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).

[LAFS.6.L.3.5:](#)

#### Related Access Points

Name	Description
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[LAFS.6.L.3.AP.5a:](#) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.

[LAFS.6.L.3.AP.5b:](#) Use figurative language in context, including similes and metaphors.

[LAFS.6.L.3.AP.5c:](#) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

[LAFS.6.L.3.AP.5d:](#) Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.

[LAFS.6.L.3.AP.5e:](#) Identify the connotative meaning (the idea associated with the word) of a word or phrase.

[LAFS.6.L.3.6:](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.L.3.AP.6a:</a>	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.

[LAFS.6.RI.1.1:](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.1.AP.1a:</a>	Use textual evidence to support inferences.

[LAFS.6.RI.1.2:](#)

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.1.AP.2a:</a>	Provide a summary of the text based on details from the text.

[LAFS.6.RI.1.3:](#)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.1.AP.3a:</a>	Identify key individuals, events or ideas in a text.
<a href="#">LAFS.6.RI.1.AP.3b:</a>	Determine how key individuals, events or ideas are introduced in a text.
<a href="#">LAFS.6.RI.1.AP.3c:</a>	Determine how key individuals, events or ideas are illustrated in a text.
<a href="#">LAFS.6.RI.1.AP.3d:</a>	Determine how key individuals, events or ideas are elaborated or expanded on in a text.

[LAFS.6.RI.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.2.AP.4a:</a>	Identify phrases with figurative language.
<a href="#">LAFS.6.RI.2.AP.4b:</a>	Determine meaning of figurative phrases as used in text.
<a href="#">LAFS.6.RI.2.AP.4c:</a>	Identify meanings of connotations used in text.

[LAFS.6.RI.2.5:](#)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.2.AP.5a:</a>	Use signal words as a means of locating information.
<a href="#">LAFS.6.RI.2.AP.5b:</a>	Outline a given text to show how ideas build upon one another.
<a href="#">LAFS.6.RI.2.AP.5c:</a>	Determine the structure of a text (e.g., chronological order, cause/effect, compare/contrast, problem/solution).
<a href="#">LAFS.6.RI.2.AP.5d:</a>	Determine how the information in each section contributes to the whole or to the development of ideas.

[LAFS.6.RI.2.6:](#)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.2.AP.6a:</a>	Identify the author's point of view.
<a href="#">LAFS.6.RI.2.AP.6b:</a>	Identify the reason(s) the author wrote the text.

[LAFS.6.RI.3.7:](#)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.3.AP.7a:</a>	Identify what is learned from different media or formats compared to what is learned via written words or spoken words.
<a href="#">LAFS.6.RI.3.AP.7b:</a>	Summarize information gained from a variety of sources, including media or texts.

[LAFS.6.RI.3.AP.7c:](#) Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).

[LAFS.6.RI.3.8:](#)

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.3.AP.8a:</a>	Identify an argument or claim that the author makes.
<a href="#">LAFS.6.RI.3.AP.8b:</a>	Evaluate the claim or argument; determine if it is supported by evidence.
<a href="#">LAFS.6.RI.3.AP.8c:</a>	Distinguish claims or arguments from those that are supported by evidence from those that are not.

[LAFS.6.RI.3.9:](#)

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.3.AP.9a:</a>	Compare two texts on the same topic or event.
<a href="#">LAFS.6.RI.3.AP.9b:</a>	Contrast two texts on the same topic or event.

[LAFS.6.RI.4.10:](#)

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RI.4.AP.10a:</a>	Read or listen to a variety of nonfiction texts, including biographies, essays, speeches, journals, news articles and nonfiction novels.
<a href="#">LAFS.6.RI.4.AP.10b:</a>	Use a variety of strategies to derive meaning from a variety of print and non-print texts.

[LAFS.6.RL.1.1:](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RL.1.AP.1a:</a>	Refer to details and examples in a text when explaining what the text says explicitly.
<a href="#">LAFS.6.RL.1.AP.1b:</a>	Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters, including how they change during the course of the story.
<a href="#">LAFS.6.RL.1.AP.1c:</a>	Use the specific details from the text to support inferences and explanations about plot development.

[LAFS.6.RL.1.2:](#)

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RL.1.AP.2a:</a>	Select key details about a character and relate those details to a theme within the text.
<a href="#">LAFS.6.RL.1.AP.2b:</a>	Determine the theme(s) of a story, drama or poem, including how it is conveyed through particular details.
<a href="#">LAFS.6.RL.1.AP.2c:</a>	Summarize a text from beginning to end in a few sentences without including personal opinions.

[LAFS.6.RL.1.3:](#)

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RL.1.AP.3a:</a>	Describe how the plot unfolds in a story.
<a href="#">LAFS.6.RL.1.AP.3b:</a>	Analyze a character's interactions throughout a story as they relate to conflict and resolution.

[LAFS.6.RL.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RL.2.AP.4a:</a>	Identify phrases with figurative language.
<a href="#">LAFS.6.RL.2.AP.4b:</a>	Determine the meaning of figurative phrases as used in text.
<a href="#">LAFS.6.RL.2.AP.4c:</a>	Identify connotative meaning in a given text.

[LAFS.6.RL.2.5:](#)

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.RL.2.AP.5a:</a>	Identify important events in a text.
<a href="#">LAFS.6.RL.2.AP.5b:</a>	Identify the events that contributed the most to the theme, setting or plot.

[LAFS.6.RL.2.6:](#)

Explain how an author develops the point of view of the narrator or speaker in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.RL.2.AP.6a:</a>	Determine the narrative point of view.
<a href="#">LAFS.6.RL.2.AP.6b:</a>	Identify and describe how the narrative point of view influences the reader's interpretation.
<a href="#">LAFS.6.RL.2.AP.6c:</a>	Explain how an author develops the point of view of the narrator or speaker in a text.

[LAFS.6.RL.3.7:](#)

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.RL.3.AP.7a:</a>	Compare the similarities of reading a story or drama to listening to or viewing an audio, video or live version of the text.
<a href="#">LAFS.6.RL.3.AP.7b:</a>	Contrast the differences of reading a story or drama to listening to or viewing an audio, video or live version of the text.

[LAFS.6.RL.3.9:](#)

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.RL.3.AP.9a:</a>	Compare texts from different genres that have a similar theme or address the same topic.
<a href="#">LAFS.6.RL.3.AP.9b:</a>	Contrast texts from different genres that have a similar theme or address the same topic.

[LAFS.6.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.RL.4.AP.10a:</a>	Read or listen to a variety of texts or adapted texts, including historical novels, fantasy stories and novels, poetry, fiction and nonfiction novels.
<a href="#">LAFS.6.RL.4.AP.10b:</a>	Use a variety of strategies to derive meaning from a variety of texts.

[LAFS.6.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.6.SL.1.AP.1b:</a>	Review the key ideas expressed within a collaborative discussion.

[LAFS.6.SL.1.2:](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.SL.1.AP.2a:</a>	Explain information learned from various mediums.
<a href="#">LAFS.6.SL.1.AP.2b:</a>	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.6.SL.1.AP.3b:</a>	Summarize the points an author makes.
<a href="#">LAFS.6.SL.1.AP.3c:</a>	Distinguish claims or arguments that are supported by evidence from those that are not.
<a href="#">LAFS.6.SL.1.AP.3d:</a>	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**Related Access Points**

Name	Description
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[LAFS.6.SL.2.AP.4a:](#) Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details

[LAFS.6.SL.2.5:](#) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.2.AP.5a:</a>	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.
<a href="#">LAFS.6.SL.2.AP.5b:</a>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

[LAFS.6.SL.2.6:](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.2.AP.6a:</a>	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

[LAFS.6.W.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.6.W.1.AP.1a:</a>	Write an introduction that introduces the writer's claim within an argument.
<a href="#">LAFS.6.W.1.AP.1b:</a>	Create an organizational structure in which ideas are logically grouped to support the writer's claim.
<a href="#">LAFS.6.W.1.AP.1c:</a>	Write arguments to support claims with clear reasons and relevant evidence from credible sources.
<a href="#">LAFS.6.W.1.AP.1d:</a>	Use words, phrases and clauses to link claims and reasons.
<a href="#">LAFS.6.W.1.AP.1e:</a>	Provide a concluding statement or section that follows the argument presented.
<a href="#">LAFS.6.W.1.AP.1f:</a>	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

[LAFS.6.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.6.W.1.AP.2a:</a>	Organize ideas, concepts and information (e.g., using definition, classification, comparison/contrast, cause/effect).
<a href="#">LAFS.6.W.1.AP.2b:</a>	Provide an introduction that includes context/background information establishing a central idea or focus about a topic.
<a href="#">LAFS.6.W.1.AP.2c:</a>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.6.W.1.AP.2d:</a>	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to promote reading understanding.
<a href="#">LAFS.6.W.1.AP.2e:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.6.W.1.AP.2f:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.6.W.1.AP.2g:</a>	Maintain a consistent style and voice throughout writing.
<a href="#">LAFS.6.W.1.AP.2h:</a>	Provide a concluding statement or section that follows from and summarizes the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

[LAFS.6.W.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.6.W.1.AP.3a:</a>	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
<a href="#">LAFS.6.W.1.AP.3b:</a>	Organize ideas and event so that they unfold naturally.

<a href="#">LAFS.6.W.1.AP.3c:</a>	When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<a href="#">LAFS.6.W.1.AP.3d:</a>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<a href="#">LAFS.6.W.1.AP.3e:</a>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<a href="#">LAFS.6.W.1.AP.3f:</a>	Provide a conclusion that follows from the narrated experiences or events.
<a href="#">LAFS.6.W.1.AP.3g:</a>	Use figurative language appropriately, including similes and metaphors.

[LAFS.6.W.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Related Access Points**

Name	Description
<a href="#">LAFS.6.W.2.AP.4a:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
<a href="#">LAFS.6.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
<a href="#">LAFS.6.W.2.AP.4c:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to make an argument supported by claims) and audience.

[LAFS.6.W.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.6.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
<a href="#">LAFS.6.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.6.W.2.AP.5d:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing.
<a href="#">LAFS.6.W.2.AP.5e:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).
<a href="#">LAFS.6.W.2.AP.5f:</a>	With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
<a href="#">LAFS.6.W.2.AP.5g:</a>	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.

[LAFS.6.W.2.6:](#)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.6.W.2.AP.6b:</a>	Develop sufficient keyboarding skills.

[LAFS.6.W.3.7:](#)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

[LAFS.6.W.3.8:](#)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.W.3.AP.8a:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.6.W.3.AP.8b:</a>	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
<a href="#">LAFS.6.W.3.AP.8c:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
<a href="#">LAFS.6.W.3.AP.8d:</a>	Provide a bibliography for sources that contributed to the content within a writing piece.

[LAFS.6.W.3.9:](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**Related Access Points**

Name	Description
<a href="#">LAFS.6.W.3.AP.9a:</a>	Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).

[LAFS.6.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.6.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

[SS.6.C.2.1:](#)

Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

#### Related Access Points

Name	Description
<a href="#">SS.6.C.2.In.a:</a>	Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government.
<a href="#">SS.6.C.2.Su.a:</a>	Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government.
<a href="#">SS.6.C.2.Pa.a:</a>	Recognize that citizens participate in government.

There are more than 208 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1791>



# Access M/J Language Arts 2 (#7810012)

{ [M/J Language Arts 2 - 1001040](#) }

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<b>Course Number:</b> 7810012	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J LA 2
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 7	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.7.B.3.3:</a>	<p>Compare a variety of technologies to gather health information.</p> <p><b>Remarks/Examples:</b> WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.7.B.3.In.c:</a></td> <td>Identify two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.</td> </tr> <tr> <td><a href="#">HE.7.B.3.Su.c:</a></td> <td>Recognize two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.</td> </tr> <tr> <td><a href="#">HE.7.B.3.Pa.c:</a></td> <td>Recognize that there are a variety of technologies that can be used to gather health information such as WebMD and Wikipedia.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.7.B.3.In.c:</a>	Identify two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.	<a href="#">HE.7.B.3.Su.c:</a>	Recognize two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.	<a href="#">HE.7.B.3.Pa.c:</a>	Recognize that there are a variety of technologies that can be used to gather health information such as WebMD and Wikipedia.
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<a href="#">HE.7.B.3.Pa.c:</a>	Recognize that there are a variety of technologies that can be used to gather health information such as WebMD and Wikipedia.								
<a href="#">HE.7.B.4.1:</a>	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p><b>Remarks/Examples:</b> Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> </tbody> </table>	Name	Description						
Name	Description								

<a href="#">HE.7.B.4.In.a:</a>	Use selected skills for communicating effectively with family, peers, and others to enhance health, such as using clear and concise words, nonverbal language, discussion, and "I" messages.
<a href="#">HE.7.B.4.Su.a:</a>	Use selected skills for communicating effectively with family and peers to enhance health, such as using clear and concise words, nonverbal language, or "I" messages.
<a href="#">HE.7.B.4.Pa.a:</a>	Use more than one way to communicate personal wants and needs to others to enhance health, such as verbalizing and choosing from options.

Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

[HE.7.B.4.2:](#)

<b>Remarks/Examples:</b>
Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.4.In.b:</a>	Use selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.
<a href="#">HE.7.B.4.Su.b:</a>	Identify selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.
<a href="#">HE.7.B.4.Pa.b:</a>	Recognize a refusal, a negotiation, and a collaboration skill that enhances health or reduces health risk in the classroom, such as using direct statements, working together, or compromising.

Articulate the possible causes of conflict among youth in schools and communities.

[HE.7.B.4.3:](#)

<b>Remarks/Examples:</b>
Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.4.In.c:</a>	Identify possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.
<a href="#">HE.7.B.4.Su.c:</a>	Recognize possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.
<a href="#">HE.7.B.4.Pa.c:</a>	Recognize a possible cause of conflict among youth in schools, such as ethnic prejudice, and diversity or substance use.

Demonstrate how to ask for assistance to enhance the health of self and others.

[HE.7.B.4.4:](#)

<b>Remarks/Examples:</b>
"I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.4.In.d:</a>	Model common ways to ask for assistance to enhance personal health of self and others, such as using "I" messages, asking on behalf of a friend, and making a written request.
<a href="#">HE.7.B.4.Su.d:</a>	Model a positive way to ask for assistance to enhance personal health of self and others, such as using "I" messages, asking on behalf of a friend, or making a written request.
<a href="#">HE.7.B.4.Pa.d:</a>	Recognize a positive way to ask for assistance to enhance health of self and others, such as using "I" messages, or asking on behalf of a friend.

Predict when health-related situations require the application of a thoughtful decision-making process.

[HE.7.B.5.1:](#)

<b>Remarks/Examples:</b>
Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.5.In.1:</a>	Identify health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.
<a href="#">HE.7.B.5.Su.1:</a>	Recognize health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.
<a href="#">HE.7.B.5.Pa.1:</a>	Recognize selected health-related situations in which a decision is required, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.

Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

[HE.7.C.1.2:](#)

<b>Remarks/Examples:</b>
Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.b:</a>	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).
	Identify how one dimension of health relates to another dimension of health, such as managing time effectively (intellectual dimension)

[HE.7.C.1.Su.b:](#) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).

[HE.7.C.1.Pa.b:](#) Recognize the effect of emotional health on physical health, such as emotional stress causing physical illness.

Analyze how messages from media influence health behaviors.

[HE.7.C.2.5:](#)

**Remarks/Examples:**

Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.e:</a>	Identify how messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.
<a href="#">HE.7.C.2.Su.e:</a>	Identify ways messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.
<a href="#">HE.7.C.2.Pa.e:</a>	Recognize a way a selected media message may influence health behavior, such as using sports figures to promote fast food, using provocative images in film and print advertisements, or portraying smoking as appealing.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.7.L.1.1:](#)

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.L.1.AP.1a:</a>	Use simple, compound, complex and compound-complex sentences within writing when appropriate.
<a href="#">LAFS.7.L.1.AP.1b:</a>	Use phrases and clauses accurately within a sentence.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.7.L.1.2:](#)

- a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- b. Spell correctly.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.L.1.AP.2a:</a>	Use commas to separate coordinate adjectives.
<a href="#">LAFS.7.L.1.AP.2b:</a>	Spell words correctly in writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[LAFS.7.L.2.3:](#)

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.L.2.AP.3a:</a>	Choose language that expresses ideas precisely and concisely by eliminating wordiness and redundancy.
<a href="#">LAFS.7.L.2.AP.3b:</a>	Use words, phrases or gathered information to accurately reflect meaning.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

[LAFS.7.L.3.4:](#)

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Related Access Points**

Name	Description
<a href="#">LAFS.7.L.3.AP.4a:</a>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the meaning of grade-appropriate words or phrases.
<a href="#">LAFS.7.L.3.AP.4b:</a>	Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
<a href="#">LAFS.7.L.3.AP.4c:</a>	Find the pronunciation of a word.
<a href="#">LAFS.7.L.3.AP.4d:</a>	Find the synonym for a word.
<a href="#">LAFS.7.L.3.AP.4e:</a>	Find the precise meaning of a word.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[LAFS.7.L.3.5:](#)

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,

condescending).

### Related Access Points

Name	Description
<a href="#">LAFS.7.L.3.AP.5a:</a>	Use words, phrases or gathered information to accurately reflect literary context.
<a href="#">LAFS.7.L.3.AP.5b:</a>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).
<a href="#">LAFS.7.L.3.AP.5c:</a>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<a href="#">LAFS.7.L.3.AP.5d:</a>	Identify allusion within a text or media.
<a href="#">LAFS.7.L.3.AP.5e:</a>	Interpret figures of speech (e.g., personification, allusions) in context.
<a href="#">LAFS.7.L.3.AP.5f:</a>	Identify the connotative meaning (the idea associated with the word) of a word or phrase.

[LAFS.7.L.3.6:](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Related Access Points

Name	Description
<a href="#">LAFS.7.L.3.AP.6a:</a>	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
<a href="#">LAFS.7.L.3.AP.6b:</a>	Use general academic and domain-specific words and phrases accurately.

[LAFS.7.RI.1.1:](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.1.AP.1a:</a>	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.

[LAFS.7.RI.1.2:](#)

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.1.AP.2a:</a>	Determine the central idea of a text
<a href="#">LAFS.7.RI.1.AP.2b:</a>	Analyze the development of the central idea over the course of the text.
<a href="#">LAFS.7.RI.1.AP.2c:</a>	Provide/create an objective summary of a text.

[LAFS.7.RI.1.3:](#)

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.1.AP.3a:</a>	Analyze how the interactions of individuals influence ideas or events.
<a href="#">LAFS.7.RI.1.AP.3b:</a>	Analyze how ideas or events influence individuals.

[LAFS.7.RI.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used with figurative language.
<a href="#">LAFS.7.RI.2.AP.4b:</a>	Determine the connotative meanings of word and phrases as they are used in a text.
<a href="#">LAFS.7.RI.2.AP.4c:</a>	Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.

[LAFS.7.RI.2.5:](#)

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.2.AP.5a:</a>	Use signal words as a means of locating information.
<a href="#">LAFS.7.RI.2.AP.5b:</a>	Outline a given text to show how ideas build upon one another.
<a href="#">LAFS.7.RI.2.AP.5c:</a>	Determine the structure of a text (e.g., chronological order, compare/contrast, cause/effect, problem/solution).
<a href="#">LAFS.7.RI.2.AP.5d:</a>	Determine how the information in each section contributes to the whole or to the development of ideas.

[LAFS.7.RI.2.6:](#)

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.2.AP.6a:</a>	Determine an author's point of view in a text and analyze how the author distinguishes his or her position from that of others.
<a href="#">LAFS.7.RI.2.AP.6b:</a>	Determine an author's purpose for writing the text.

[LAFS.7.RI.3.7:](#)

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.3.AP.7a:</a>	Compare/contrast how two or more authors write or present about the same topic.

[LAFS.7.RI.3.8:](#)

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.3.AP.8a:</a>	Identify an argument or claim that the author makes.
<a href="#">LAFS.7.RI.3.AP.8b:</a>	Evaluate the claim or argument to determine if they are supported by evidence.
<a href="#">LAFS.7.RI.3.AP.8c:</a>	Distinguish claims or arguments that are supported by evidence from those that are not.

[LAFS.7.RI.3.9:](#)

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.3.AP.9a:</a>	Use supporting evidence to summarize central ideas, draw inferences or analyze connections within or across texts.
<a href="#">LAFS.7.RI.3.AP.9b:</a>	Compare/contrast how two or more authors write about the same topic.
<a href="#">LAFS.7.RI.3.AP.9c:</a>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

[LAFS.7.RI.4.10:](#)

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RI.4.AP.10a:</a>	Read or listen to a variety of texts including historical novels, periodicals, biographies, essays, speeches, journals and nonfiction novels.
<a href="#">LAFS.7.RI.4.AP.10b:</a>	Use a variety of strategies to derive meaning from a variety of print/non-print texts.

[LAFS.7.RL.1.1:](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RL.1.AP.1a:</a>	Refer to details and examples in a text when explaining what the text says explicitly.
<a href="#">LAFS.7.RL.1.AP.1b:</a>	Use two or more pieces of textual evidence to support conclusions or summaries of text.

[LAFS.7.RL.1.2:](#)

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RL.1.AP.2a:</a>	Determine the theme or central idea of a text.
<a href="#">LAFS.7.RL.1.AP.2b:</a>	Analyze the development of the theme or central idea over the course of the text and provide a summary.

[LAFS.7.RL.1.3:](#)

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### Related Access Points

Name	Description
<a href="#">LAFS.7.RL.1.AP.3a:</a>	Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).
<a href="#">LAFS.7.RL.1.AP.3b:</a>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

[LAFS.7.RL.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

### Related Access Points

Name	Description
<a href="#">LAFS.7.RL.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
<a href="#">LAFS.7.RL.2.AP.4b:</a>	Identify alliteration within text.
<a href="#">LAFS.7.RL.2.AP.4c:</a>	Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story or drama.

[LAFS.7.RL.2.5:](#)

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

### Related Access Points

Name	Description
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[LAFS.7.RL.2.AP.5a:](#)

Examine how the structure of a poem or drama adds to its meaning.

[LAFS.7.RL.2.6:](#)

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.RL.2.AP.6a:</a>	Compare and contrast the points of view of different characters in the same text.

[LAFS.7.RL.3.7:](#)

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**Related Access Points**

Name	Description
<a href="#">LAFS.7.RL.3.AP.7a:</a>	Compare and contrast a story, drama or poem when presented in two different mediums.
<a href="#">LAFS.7.RL.3.AP.7b:</a>	Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.

[LAFS.7.RL.3.9:](#)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.RL.3.AP.9a:</a>	Compare and contrast a fictional portrayal of time/place with a historical account of the same time.
<a href="#">LAFS.7.RL.3.AP.9b:</a>	Compare and contrast a fictional character with a historical character of the same time.

[LAFS.7.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.RL.4.AP.10a:</a>	Read or listen to a variety of texts or adapted texts, including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.
<a href="#">LAFS.7.RL.4.AP.10b:</a>	Use a variety of strategies to derive meaning from a variety of literary texts.

[LAFS.7.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.1.AP.1a:</a>	Discuss how own view or opinion changes using new information provided by others.
<a href="#">LAFS.7.SL.1.AP.1b:</a>	Describe how the claims within a speaker’s argument match own argument.
<a href="#">LAFS.7.SL.1.AP.1c:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

[LAFS.7.SL.1.2:](#)

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.1.AP.2a:</a>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
<a href="#">LAFS.7.SL.1.AP.2b:</a>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
<a href="#">LAFS.7.SL.1.AP.2c:</a>	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.

[LAFS.7.SL.1.3:](#)

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.7.SL.1.AP.3b:</a>	Evaluate the soundness or accuracy of reasons presented to support a claim.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
<a href="#">LAFS.7.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.7.SL.2.5:](#)

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.2.AP.5a:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[LAFS.7.SL.2.6:](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.2.AP.6a:</a>	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).

[LAFS.7.W.1.1:](#)

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.W.1.AP.1a:</a>	Produce an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.
<a href="#">LAFS.7.W.1.AP.1b:</a>	Create an organizational structure in which ideas are logically grouped to support the writer's claim.
<a href="#">LAFS.7.W.1.AP.1c:</a>	Write arguments to support claims with logical reasoning and relevant evidence from credible sources.
<a href="#">LAFS.7.W.1.AP.1d:</a>	Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.
<a href="#">LAFS.7.W.1.AP.1e:</a>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
<a href="#">LAFS.7.W.1.AP.1f:</a>	Provide a concluding statement or section that supports and summarizes the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[LAFS.7.W.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.W.1.AP.2a:</a>	Organize ideas, concepts and information (using definition, classification, comparison/contrast and cause/effect).
<a href="#">LAFS.7.W.1.AP.2b:</a>	Introduce a topic clearly, previewing information to follow and summarizing stated focus.
<a href="#">LAFS.7.W.1.AP.2c:</a>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.7.W.1.AP.2d:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.7.W.1.AP.2e:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.7.W.1.AP.2f:</a>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency and voice should be active versus passive).
<a href="#">LAFS.7.W.1.AP.2g:</a>	Provide a concluding statement or section that follows from and supports the information presented.
<a href="#">LAFS.7.W.1.AP.2h:</a>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
<a href="#">LAFS.7.W.1.AP.2i:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[LAFS.7.W.1.3:](#)

- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### Related Access Points

Name	Description
<a href="#">LAFS.7.W.1.AP.3a:</a>	Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.
<a href="#">LAFS.7.W.1.AP.3b:</a>	Organize ideas and events so that they unfold naturally.
<a href="#">LAFS.7.W.1.AP.3c:</a>	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<a href="#">LAFS.7.W.1.AP.3d:</a>	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
<a href="#">LAFS.7.W.1.AP.3e:</a>	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
<a href="#">LAFS.7.W.1.AP.3f:</a>	Provide a conclusion that follows from the narrated experiences or events.
<a href="#">LAFS.7.W.1.AP.3g:</a>	Use words, phrases or gathered information to accurately reflect literary context.

[LAFS.7.W.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Related Access Points

Name	Description
<a href="#">LAFS.7.W.2.AP.4a:</a>	Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader).
<a href="#">LAFS.7.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
<a href="#">LAFS.7.W.2.AP.4c:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to produce an argument supported by claims) and audience.

[LAFS.7.W.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### Related Access Points

Name	Description
<a href="#">LAFS.7.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.7.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
<a href="#">LAFS.7.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
<a href="#">LAFS.7.W.2.AP.5d:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing.
<a href="#">LAFS.7.W.2.AP.5e:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).
<a href="#">LAFS.7.W.2.AP.5f:</a>	Use feedback from adults and peers to improve writing.

[LAFS.7.W.2.6:](#)

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### Related Access Points

Name	Description
<a href="#">LAFS.7.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).

[LAFS.7.W.3.7:](#)

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

### Related Access Points

Name	Description
<a href="#">LAFS.7.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

[LAFS.7.W.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### Related Access Points

Name	Description
<a href="#">LAFS.7.W.3.AP.8a:</a>	List Internet search terms for a topic of persuasive writing.
<a href="#">LAFS.7.W.3.AP.8b:</a>	List Internet search terms for a topic of study.
<a href="#">LAFS.7.W.3.AP.8c:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.

[LAFS.7.W.3.AP.8d:](#) Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.

[LAFS.7.W.3.AP.8e:](#) Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

[LAFS.7.W.3.AP.8f:](#) Use a standard format to produce citations.

[LAFS.7.W.3.AP.8g:](#) Evaluate print and digital sources to refine ideas or thoughts while writing.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[LAFS.7.W.3.9:](#)

- a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

#### Related Access Points

Name	Description
<a href="#">LAFS.7.W.3.AP.9a:</a>	Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection and research.

[LAFS.7.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.7.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

[SS.7.C.2.11:](#)

Analyze media and political communications (bias, symbolism, propaganda).

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.k:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.k:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.k:</a>	Recognize that the media influences people.

[SS.7.C.2.13:](#)

Examine multiple perspectives on public and current issues.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.m:</a>	Identify different perspectives on current issues.
<a href="#">SS.7.C.2.Su.m:</a>	Recognize different perspectives on current issues.
<a href="#">SS.7.C.2.Pa.m:</a>	Recognize a point of view on current issues.

There are more than 163 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1792>



# Access M/J Language Arts 3 (#7810013)

{ [M/J Language Arts 3 - 1001070](#) }

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<b>Course Number:</b> 7810013	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J LANG ARTS 3
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 8	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.8.B.4.1:</a>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p><b>Remarks/Examples:</b> Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.8.B.4.In.a:</a></td> <td>Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.</td> </tr> <tr> <td><a href="#">HE.8.B.4.Su.a:</a></td> <td>Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.</td> </tr> <tr> <td><a href="#">HE.8.B.4.Pa.a:</a></td> <td>Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.8.B.4.In.a:</a>	Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.	<a href="#">HE.8.B.4.Su.a:</a>	Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.	<a href="#">HE.8.B.4.Pa.a:</a>	Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions.
Name	Description								
<a href="#">HE.8.B.4.In.a:</a>	Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.								
<a href="#">HE.8.B.4.Su.a:</a>	Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.								
<a href="#">HE.8.B.4.Pa.a:</a>	Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions.								
<a href="#">HE.8.B.4.3:</a>	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p><b>Remarks/Examples:</b> Relationships, territory, jealousy, and gossip/rumors.</p> <p><b>Related Access Points</b></p>								

Name	Description
<a href="#">HE.8.B.4.In.c:</a>	Describe possible causes of conflict among youth in schools and communities, such as relationships, territory, and jealousy.
<a href="#">HE.8.B.4.Su.c:</a>	Identify a possible cause of conflict among youth in schools and communities, such as relationships, territory, or jealousy.
<a href="#">HE.8.B.4.Pa.c:</a>	Recognize a possible cause of conflict among youth in schools or communities, such as relationships, territory, or jealousy.

Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

[HE.8.B.4.4:](#)

<b>Remarks/Examples:</b> Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
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**Related Access Points**

Name	Description
<a href="#">HE.8.B.4.In.d:</a>	Describe ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, and listening actively.
<a href="#">HE.8.B.4.Su.d:</a>	Choose an effective way to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.
<a href="#">HE.8.B.4.Pa.d:</a>	Recognize positive ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.

Determine when health-related situations require the application of a thoughtful prepared plan of action.

[HE.8.B.5.1:](#)

<b>Remarks/Examples:</b> Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
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**Related Access Points**

Name	Description
<a href="#">HE.8.B.5.In.1:</a>	Describe health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.
<a href="#">HE.8.B.5.Su.1:</a>	Identify health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.
<a href="#">HE.8.B.5.Pa.1:</a>	Recognize a health-related situation that requires a prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.

Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

[HE.8.C.1.2:](#)

<b>Remarks/Examples:</b> Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
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**Related Access Points**

Name	Description
<a href="#">HE.8.C.1.In.b:</a>	Describe the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as physical and social dimensions—hygiene and social relationships; intellectual, social, and physical dimensions—sexual abstinence and avoidance of disease and pregnancy; and intellectual and social dimensions—peer refusals in risky situations and social relationships.
<a href="#">HE.8.C.1.Su.b:</a>	Identify that healthy behaviors can impact multiple dimensions of health (physical, emotional, and social), such as physical and social dimensions—hygiene and social relationships; emotional and social dimensions—peer pressure in risky situations and social relationships.
<a href="#">HE.8.C.1.Pa.b:</a>	Recognize that healthy behaviors can affect physical, mental/emotional, or social aspects of health, such as hygiene/social relationships, peer refusals in risky situations/social relationships, or sexual abstinence/avoidance of disease and pregnancy.

Research marketing strategies behind health-related media messages.

[HE.8.C.2.5:](#)

<b>Remarks/Examples:</b> Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
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**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.e:</a>	Examine selected marketing strategies behind health-related media messages using selected resources, such as social acceptance of alcohol use, promotion of thinness as the best body type, and using sexual images to sell products.
<a href="#">HE.8.C.2.Su.e:</a>	Identify a marketing strategy used in a selected media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.
<a href="#">HE.8.C.2.Pa.e:</a>	Recognize a marketing strategy used in a health-related media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.8.L.1.1:](#)

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.L.1.AP.1a:</a>	Use active and passive verbs in writing.

[LAFS.8.L.1.AP.1b:](#) Use verbs in indicative, imperative, interrogative, conditional and/or subjunctive mood in writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.8.L.1.2:](#)

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.L.1.AP.2a:</a>	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
<a href="#">LAFS.8.L.1.AP.2b:</a>	Identify the use of an ellipsis to indicate an omission.
<a href="#">LAFS.8.L.1.AP.2c:</a>	Spell words correctly in writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[LAFS.8.L.2.3:](#)

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

#### Related Access Points

Name	Description
<a href="#">LAFS.8.L.2.AP.3a:</a>	Use active and passive voice in writing to achieve a particular effect.
<a href="#">LAFS.8.L.2.AP.3b:</a>	Use verbs in the conditional and subjunctive mood to achieve a particular effect.

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

[LAFS.8.L.3.4:](#)

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### Related Access Points

Name	Description
<a href="#">LAFS.8.L.3.AP.4a:</a>	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a grade-appropriate word or phrase.
<a href="#">LAFS.8.L.3.AP.4b:</a>	Verify the prediction of the meaning of a new word or phrase.
<a href="#">LAFS.8.L.3.AP.4c:</a>	Find the pronunciation of a word.
<a href="#">LAFS.8.L.3.AP.4d:</a>	Find the synonym for a word.
<a href="#">LAFS.8.L.3.AP.4e:</a>	Find the precise meaning of a word.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[LAFS.8.L.3.5:](#)

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

#### Related Access Points

Name	Description
<a href="#">LAFS.8.L.3.AP.5a:</a>	Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.
<a href="#">LAFS.8.L.3.AP.5b:</a>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<a href="#">LAFS.8.L.3.AP.5c:</a>	Use the relationship between particular words to better understand each of the words.
<a href="#">LAFS.8.L.3.AP.5d:</a>	Identify irony within a text or media.
<a href="#">LAFS.8.L.3.AP.5e:</a>	Identify a pun within a text or media.
<a href="#">LAFS.8.L.3.AP.5f:</a>	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.

[LAFS.8.L.3.6:](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.L.3.AP.6a:</a>	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
<a href="#">LAFS.8.L.3.AP.6b:</a>	Use general academic and domain-specific words and phrases accurately.

[LAFS.8.RI.1.1:](#)

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.1.AP.1a:</a>	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.
<a href="#">LAFS.8.RI.1.AP.1b:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries of text.

[LAFS.8.RI.1.2:](#)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.1.AP.2a:</a>	Determine two or more central ideas in a text.
<a href="#">LAFS.8.RI.1.AP.2b:</a>	Analyze the development of the central ideas over the course of the text.
<a href="#">LAFS.8.RI.1.AP.2c:</a>	Provide/create an objective summary of a text.

[LAFS.8.RI.1.3:](#)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.1.AP.3a:</a>	Use comparisons provided by the text to identify relationships between people or events.
<a href="#">LAFS.8.RI.1.AP.3b:</a>	Determine how analogies in the text create relationships between people or events.

[LAFS.8.RI.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.2.AP.4a:</a>	Identify and interpret an analogy within a text.
<a href="#">LAFS.8.RI.2.AP.4b:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
<a href="#">LAFS.8.RI.2.AP.4c:</a>	Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.

[LAFS.8.RI.2.5:](#)

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.2.AP.5a:</a>	Use signal words as a means of locating information.
<a href="#">LAFS.8.RI.2.AP.5b:</a>	Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.
<a href="#">LAFS.8.RI.2.AP.5c:</a>	Determine the structure of a text (e.g., chronological order, compare/contrast, cause/effect, problem/solution).
<a href="#">LAFS.8.RI.2.AP.5d:</a>	Determine how the information in each section contributes to the whole or to the development of ideas.

[LAFS.8.RI.2.6:](#)

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.2.AP.6a:</a>	Determine an author's purpose for writing the text.

[LAFS.8.RI.3.7:](#)

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.3.AP.7a:</a>	Identify and evaluate advantages of different mediums.
<a href="#">LAFS.8.RI.3.AP.7b:</a>	List and evaluate the disadvantages of different mediums.
<a href="#">LAFS.8.RI.3.AP.7c:</a>	Evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

[LAFS.8.RI.3.8:](#)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.3.AP.8a:</a>	Identify an argument or claim that the author makes.
<a href="#">LAFS.8.RI.3.AP.8b:</a>	Evaluate the claim or argument to determine if it is supported by evidence.
<a href="#">LAFS.8.RI.3.AP.8c:</a>	Identify irrelevant evidence and claims.

[LAFS.8.RI.3.9:](#)

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RI.3.AP.9a:</a>	Analyze a case in which two or more texts provide conflicting information on the same topic.
<a href="#">LAFS.8.RI.3.AP.9b:</a>	Identify where the texts disagree on matters of fact or interpretation.

[LAFS.8.RI.4.10:](#) By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.RI.4.AP.10a:</a>	Read or listen to a variety of texts, including historical novels, periodicals, biographies, essays, speeches, journals, news articles and nonfiction novels.
<a href="#">LAFS.8.RI.4.AP.10b:</a>	Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts).

[LAFS.8.RL.1.1:](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.RL.1.AP.1a:</a>	Refer to details and examples in a text when explaining what the text says explicitly.
<a href="#">LAFS.8.RL.1.AP.1b:</a>	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.
<a href="#">LAFS.8.RL.1.AP.1c:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.

[LAFS.8.RL.1.2:](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.RL.1.AP.2a:</a>	Determine the theme or central idea of a text.
<a href="#">LAFS.8.RL.1.AP.2b:</a>	Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting and plot.
<a href="#">LAFS.8.RL.1.AP.2c:</a>	Provide/create an objective summary of a text.

[LAFS.8.RL.1.3:](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.RL.1.AP.3a:</a>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
<a href="#">LAFS.8.RL.1.AP.3b:</a>	Identify the use of literary techniques within a text.
<a href="#">LAFS.8.RL.1.AP.3c:</a>	Explain how the use of literary techniques within a text advances the plot or reveals aspects of a character.

[LAFS.8.RL.2.4:](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.RL.2.AP.4a:</a>	Identify and interpret an analogy within a text.
<a href="#">LAFS.8.RL.2.AP.4b:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.

[LAFS.8.RL.2.5:](#) Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.RL.2.AP.5a:</a>	Compare and contrast the structure of two or more texts.
<a href="#">LAFS.8.RL.2.AP.5b:</a>	Explain how language use contributes to the meaning of a poem or drama.

[LAFS.8.RL.2.6:](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.RL.2.AP.6a:</a>	Analyze how differences in points of view create such effects as suspense or humor.

[LAFS.8.RL.3.7:](#) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**Related Access Points**

Name	Description
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[LAFS.8.RL.3.AP.7a:](#) Compare and contrast content presented in text, media and live performance.

[LAFS.8.RL.3.9:](#)

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RL.3.AP.9a:</a>	Compare modern works of literature to the texts from which they draw ideas.

[LAFS.8.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.RL.4.AP.10a:</a>	Read or listen to a variety of texts or adapted texts, including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.
<a href="#">LAFS.8.RL.4.AP.10b:</a>	Use a variety of strategies to derive meaning from a variety of texts.

[LAFS.8.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.

[LAFS.8.SL.1.2:](#)

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.

[LAFS.8.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

[LAFS.8.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
<a href="#">LAFS.8.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.8.SL.2.5:](#)

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.2.AP.5a:</a>	With guidance and support, determine and include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[LAFS.8.SL.2.6:](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Related Access Points

Name	Description
<a href="#">LAFS.8.SL.2.AP.6a:</a>	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.8.W.1.1:](#)

## Related Access Points

Name	Description
<a href="#">LAFS.8.W.1.AP.1a:</a>	Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.
<a href="#">LAFS.8.W.1.AP.1b:</a>	Create an organizational structure in which ideas are logically grouped to support the writer's claim.
<a href="#">LAFS.8.W.1.AP.1c:</a>	Write arguments to support claims with logical reasoning and relevant evidence from credible sources.
<a href="#">LAFS.8.W.1.AP.1d:</a>	Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.
<a href="#">LAFS.8.W.1.AP.1e:</a>	Maintain a consistent style and voice throughout writing.
<a href="#">LAFS.8.W.1.AP.1f:</a>	Provide a concluding statement or section that supports and summarizes the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.8.W.1.2:](#)

## Related Access Points

Name	Description
<a href="#">LAFS.8.W.1.AP.2a:</a>	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.
<a href="#">LAFS.8.W.1.AP.2b:</a>	Provide a clear introduction, previewing information to follow and summarizing stated focus.
<a href="#">LAFS.8.W.1.AP.2c:</a>	Develop the topic (e.g., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.8.W.1.AP.2d:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.8.W.1.AP.2e:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.8.W.1.AP.2f:</a>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
<a href="#">LAFS.8.W.1.AP.2g:</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
<a href="#">LAFS.8.W.1.AP.2h:</a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#">LAFS.8.W.1.AP.2i:</a>	Report on a topic with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

[LAFS.8.W.1.3:](#)

## Related Access Points

Name	Description
<a href="#">LAFS.8.W.1.AP.3a:</a>	Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .
<a href="#">LAFS.8.W.1.AP.3b:</a>	Organize ideas and events so that they unfold naturally.
<a href="#">LAFS.8.W.1.AP.3c:</a>	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<a href="#">LAFS.8.W.1.AP.3d:</a>	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
<a href="#">LAFS.8.W.1.AP.3e:</a>	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
<a href="#">LAFS.8.W.1.AP.3f:</a>	Provide a conclusion that follows from the narrated experiences or events.
<a href="#">LAFS.8.W.1.AP.3g:</a>	Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.

[LAFS.8.W.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Related Access Points

Name	Description
<a href="#">LAFS.8.W.2.AP.4a:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
<a href="#">LAFS.8.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
<a href="#">LAFS.8.W.2.AP.4c:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade or make an argument) and audience.

[LAFS.8.W.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.8.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
<a href="#">LAFS.8.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
<a href="#">LAFS.8.W.2.AP.5d:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing.
<a href="#">LAFS.8.W.2.AP.5e:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).
<a href="#">LAFS.8.W.2.AP.5f:</a>	Use feedback from adults and peers to improve writing.

[LAFS.8.W.2.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).

[LAFS.8.W.3.7:](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.8.W.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.W.3.AP.8a:</a>	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
<a href="#">LAFS.8.W.3.AP.8b:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
<a href="#">LAFS.8.W.3.AP.8c:</a>	Use a standard format to produce citations.
<a href="#">LAFS.8.W.3.AP.8d:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.8.W.3.AP.8e:</a>	Evaluate print and digital sources to refine ideas or thoughts while writing.
<a href="#">LAFS.8.W.3.AP.8f:</a>	Use a standard format to write citations.

[LAFS.8.W.3.9:](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
- Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

#### Related Access Points

Name	Description
<a href="#">LAFS.8.W.3.AP.9a:</a>	Provide evidence from grade-appropriate literary texts to support analysis and reflection.
<a href="#">LAFS.8.W.3.AP.9b:</a>	Provide evidence from grade-appropriate informational texts to support analysis, reflection and research.

[LAFS.8.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.8.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

[SS.8.C.1.5:](#) Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

#### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.e:</a>	Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.
<a href="#">SS.8.C.1.Su.e:</a>	Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.
<a href="#">SS.8.C.1.Pa.e:</a>	Recognize that the law guarantees individual rights.

[SS.8.C.1.6:](#) Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

#### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.f:</a>	Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.
<a href="#">SS.8.C.1.Su.f:</a>	Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.
<a href="#">SS.8.C.1.Pa.f:</a>	Recognize that men and women can vote in the United States.

There are more than 114 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1793>



# Access M/J Mathematics 1 (#7812015) [{ M/J Mathematics 1 - 1205010 }](#)

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<b>Course Number:</b> 7812015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> Access M/J Math 1
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 6	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.6.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<b>Related Access Points</b>	
<a href="#">LAFS.6.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.6.SL.1.AP.1b:</a>	Review the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.6.SL.1.2:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<b>Related Access Points</b>	
<a href="#">LAFS.6.SL.1.AP.2a:</a>	Explain information learned from various mediums.

[LAFS.6.SL.1.AP.2b:](#) Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.6.SL.1.AP.3b:</a>	Summarize the points an author makes.
<a href="#">LAFS.6.SL.1.AP.3c:</a>	Distinguish claims or arguments that are supported by evidence from those that are not.
<a href="#">LAFS.6.SL.1.AP.3d:</a>	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.2.AP.4a:</a>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details

[LAFS.68.RST.1.3:](#)

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[LAFS.68.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.1:](#)

[LAFS.68.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[MAFS.6.EE.1.1:](#)

Write and evaluate numerical expressions involving whole-number exponents.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.1.AP.1a:</a>	Solve numerical expressions involving whole-number bases and exponents (e.g., $5 + 2^4 \times 6 = 101$ )
<a href="#">MAFS.6.EE.1.AP.1b:</a>	Identify what an exponent represents (e.g., $8^3 = 8 \times 8 \times 8$ ).

Write, read, and evaluate expressions in which letters stand for numbers.

- Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as  $5 - y$ .*
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms.
- Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = 1/2$ .*

[MAFS.6.EE.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.1.AP.2a:</a>	Write or select an algebraic expression that represents a real-world situation.

Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .

[MAFS.6.EE.1.3:](#)

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

By applying properties of operations to generate equivalent expressions, students use properties of operations that they are familiar with from previous grades' work with numbers — generalizing arithmetic in the process.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.1.AP.3a:</a>	Use properties to produce equivalent expressions.

[MAFS.6.EE.1.4:](#)

Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.1.AP.4a:</a>	Evaluate whether sides of an equation are equal using models.

[MAFS.6.EE.2.5:](#)

Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.2.AP.5a:</a>	Evaluate whether both sides of an equation are equal using models.
<a href="#">MAFS.6.EE.2.AP.5b:</a>	Solve an equation using substitution.
<a href="#">MAFS.6.EE.2.AP.5c:</a>	Solve an inequality using substitution (e.g., given a budget, a student will select a number [specified set] to remain within budget).

[MAFS.6.EE.2.6:](#)

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.2.AP.6a:</a>	Use a variable to represent numbers and write expressions when solving real-world problems.

Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all non-negative rational numbers.

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

When students write equations of the form  $x + p = q$  and  $px = q$  to solve real-world and mathematical problems, they draw on meanings of operations that they are familiar with from previous grades' work. They also begin to learn algebraic approaches to solving problems.<sup>16</sup>

<sup>16</sup> For example, suppose Daniel went to visit his grandmother, who gave him \$5.50. Then he bought a book costing \$9.20 and had \$2.30 left. To find how much money he had before visiting his grandmother, an algebraic approach leads to the equation  $x + 5.50 - 9.20 = 2.30$ . An arithmetic approach without using variables at all would be to begin with 2.30, then add 9.20, then subtract 5.50. This yields the desired answer, but students will eventually encounter problems in which arithmetic approaches are unrealistically difficult and algebraic approaches must be used.

[MAFS.6.EE.2.7:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.2.AP.7a:</a>	Solve problems or word problems using equations for cases in which the quantities in the problem are positive rational numbers.
<a href="#">MAFS.6.EE.2.AP.7b:</a>	Solve real-world, single-step linear equations involving positive rational numbers.

[MAFS.6.EE.2.8:](#)

Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.2.AP.8a:</a>	Write an inequality that represents a real-world situation.

[MAFS.6.EE.3.9:](#)

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.3.AP.9a:</a>	Write an equation using variables to represent two quantities where one variable represents the dependent variable and the second represents the independent variable.
<a href="#">MAFS.6.EE.3.AP.9b:</a>	Write an expression that illustrates the relationship between two variables from a provided table.

[MAFS.6.G.1.1:](#)

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.G.1.AP.1a:</a>	Compose rectangles to find areas of right triangles using graph paper.
<a href="#">MAFS.6.G.1.AP.1b:</a>	Decompose complex shapes (polygon, trapezoid, and pentagon) into simple shapes (rectangles, squares, triangles) to measure area.
<a href="#">MAFS.6.G.1.AP.1c:</a>	Find the area of quadrilaterals using models.

[MAFS.6.G.1.2:](#)

Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = Bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

**Related Access Points**

Name	Description
<a href="#">MAFS.6.G.1.AP.2a:</a>	Find the fractional length and volume of a rectangular prism with edges using models.

[MAFS.6.G.1.3:](#)

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

**Related Access Points**

Name	Description
<a href="#">MAFS.6.G.1.AP.3a:</a>	Draw polygons on a coordinate plane given the coordinates of the vertices.
<a href="#">MAFS.6.G.1.AP.3b:</a>	Use coordinates to find the side lengths of polygons drawn in quadrant I of a coordinate plane.

[MAFS.6.G.1.4:](#)

Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

**Related Access Points**

Name	Description
<a href="#">MAFS.6.G.1.AP.4a:</a>	Match a two-dimensional net to its corresponding three-dimensional figure.
<a href="#">MAFS.6.G.1.AP.4b:</a>	Find the surface area of the three dimensional figure by adding the areas of the shapes forming the two-dimensional nets.

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .)* How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?

[MAFS.6.NS.1.1:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

This is a culminating standard for extending multiplication and division to fractions.

**Fluency Expectations or Examples of Culminating Standards**

Students interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. This completes the extension of operations to fractions.

**Related Access Points**

Name	Description
<a href="#">MAFS.6.NS.1.AP.1a:</a>	Divide fractions using visual fraction models.

Fluently divide multi-digit numbers using the standard algorithm.

[MAFS.6.NS.2.2:](#)

**Remarks/Examples:**  
**Fluency Expectations or Examples of Culminating Standards**

Students fluently divide multi-digit numbers using the standard algorithm. This is the culminating standard for several years' worth of work with division of whole numbers.

**Related Access Points**

Name	Description
<a href="#">MAFS.6.NS.2.AP.2a:</a>	Divide multi-digit whole numbers by a single-digit number.
<a href="#">MAFS.6.NS.2.AP.2b:</a>	Divide multi-digit whole numbers by a two-digit number with the quotient having no remainders.

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

[MAFS.6.NS.2.3:](#)

**Remarks/Examples:**  
**Fluency Expectations or Examples of Culminating Standards**

Students fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. This is the culminating standard for several years' worth of work relating to the domains of Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations — Fractions.

**Related Access Points**

Name	Description
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[MAFS.6.NS.2.AP.3a:](#) Solve one-step, addition, subtraction, multiplication, or division problems involving decimals whose place value ranges from the thousand to the thousandths places.

[MAFS.6.NS.2.4:](#)

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.6.NS.2.AP.4a:</a>	Find the greatest common factor of two numbers that are less than or equal to 50.
<a href="#">MAFS.6.NS.2.AP.4b:</a>	Find the least common multiple of two whole numbers that are less than or equal to 10.
<a href="#">MAFS.6.NS.2.AP.4c:</a>	Use the distributive property to express the sum of two whole numbers.

[MAFS.6.NS.3.5:](#)

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.NS.3.AP.5a:</a>	Represent positive or negative numbers on a number line given a real-world situation.

[MAFS.6.NS.3.6:](#)

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.NS.3.AP.6a:</a>	Find given points between -10 and 10 on both axes of a coordinate plane.
<a href="#">MAFS.6.NS.3.AP.6b:</a>	Label points between -10 and 10 on both axes of a coordinate plane.
<a href="#">MAFS.6.NS.3.AP.6c:</a>	Identify numbers as positive or negative.
<a href="#">MAFS.6.NS.3.AP.6d:</a>	Locate positive and negative numbers on a number line.
<a href="#">MAFS.6.NS.3.AP.6e:</a>	Plot positive and negative numbers on a number line.

[MAFS.6.NS.3.7:](#)

Understand ordering and absolute value of rational numbers.

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that -3 is located to the right of -7 on a number line oriented from left to right.
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.
- Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.NS.3.AP.7a:</a>	Compare two numbers on a number line (e.g., $-2 > -9$ ) between -30 and 30.
<a href="#">MAFS.6.NS.3.AP.7b:</a>	Determine the meaning of absolute value using numbers from -30 to 30.

[MAFS.6.NS.3.8:](#)

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

When students work with rational numbers in the coordinate plane to solve problems, they combine and consolidate elements from the other standards in this cluster.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.NS.3.AP.8a:</a>	Graph or identify points in all four quadrants of the coordinate plane, given a coordinate plane on graph paper.

[MAFS.6.NS.3.AP.8b:](#) Given two points plotted on a coordinate plane, find the distance between two points on a coordinate plane.

[MAFS.6.RP.1.1:](#)

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

#### Related Access Points

Name	Description
<a href="#">MAFS.6.RP.1.AP.1a:</a>	Write or select a ratio to match a given statement and representation.
<a href="#">MAFS.6.RP.1.AP.1b:</a>	Describe the ratio relationship between two quantities for a given situation using visual representations.

[MAFS.6.RP.1.2:](#)

Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."*

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.
- Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
- Understand the concept of  $\pi$  as the ratio of the circumference of a circle to its diameter.

[MAFS.6.RP.1.3:](#)

(<sup>1</sup>See [Table 2 Common Multiplication and Division Situations](#))

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

When students work toward meeting this standard, they use a range of reasoning and representations to analyze proportional relationships.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.RP.1.AP.3a:</a>	Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).
<a href="#">MAFS.6.RP.1.AP.3b:</a>	Solve unit rate problems involving unit pricing using whole numbers.
<a href="#">MAFS.6.RP.1.AP.3c:</a>	Solve one-step real-world measurement problems involving whole number unit rates when given the unit rate ("Three inches of snow falls per hour, how much falls in six hours?").
<a href="#">MAFS.6.RP.1.AP.3d:</a>	Calculate a percentage of a quantity as rate per 100 using models (e.g., percent bars or $10 \times 10$ grids).

[MAFS.6.SP.1.1:](#)

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

#### Related Access Points

Name	Description
<a href="#">MAFS.6.SP.1.AP.1a:</a>	Identify statistical questions and make a plan for data collection.

[MAFS.6.SP.1.2:](#)

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.SP.1.AP.2a:</a>	Find the range of a given data set.
<a href="#">MAFS.6.SP.1.AP.2b:</a>	Explain or identify what the mode represents in a set of data.

[MAFS.6.SP.1.3:](#)

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.SP.1.AP.3a:</a>	Solve for mean of a given data set using whole numbers.
<a href="#">MAFS.6.SP.1.AP.3b:</a>	Explain or identify what the mean represents in a set of data.

[MAFS.6.SP.2.4:](#)

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.SP.2.AP.4a:</a>	Display data on a line plot, such as dot plots, histograms or box plots.

Summarize numerical data sets in relation to their context, such as by:

- a. Reporting the number of observations.
- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

[MAFS.6.SP.2.5:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.6.SP.2.AP.5a:</a>	Collect real-world data by surveying.
<a href="#">MAFS.6.SP.2.AP.5b:</a>	Plot the data.
<a href="#">MAFS.6.SP.2.AP.5c:</a>	Define the mean, mode, and range of the data.

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

### Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.4.1:](#)

### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

### Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

### Look for and make use of structure.

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 999 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1757>



# Access M/J Mathematics 2 (#7812020) [{ M/J Mathematics 2 - 1205040 }](#)

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<b>Course Number:</b> 7812020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> Access M/J Math 2
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 7	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.68.RST.1.3:</a>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">LAFS.68.RST.3.7:</a>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<a href="#">LAFS.68.WHST.1.1:</a>	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.7.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> </ul>

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.1a:</a>	Discuss how own view or opinion changes using new information provided by others.
<a href="#">LAFS.7.SL.1.AP.1b:</a>	Describe how the claims within a speaker's argument match own argument.
<a href="#">LAFS.7.SL.1.AP.1c:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

[LAFS.7.SL.1.2:](#)

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.2a:</a>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
<a href="#">LAFS.7.SL.1.AP.2b:</a>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
<a href="#">LAFS.7.SL.1.AP.2c:</a>	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.

[LAFS.7.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.7.SL.1.AP.3b:</a>	Evaluate the soundness or accuracy of reasons presented to support a claim.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
<a href="#">LAFS.7.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[MAFS.7.EE.1.1:](#)

Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

### Related Access Points

Name	Description
<a href="#">MAFS.7.EE.1.AP.1a:</a>	Add and subtract linear expressions that include like terms.
<a href="#">MAFS.7.EE.1.AP.1b:</a>	Factor and expand linear expressions.

[MAFS.7.EE.1.2:](#)

Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example,  $a + 0.05a = 1.05a$  means that "increase by 5%" is the same as "multiply by 1.05."

### Related Access Points

Name	Description
<a href="#">MAFS.7.EE.1.AP.2a:</a>	Combine like terms in an expression.

[MAFS.7.EE.2.3:](#)

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

#### Remarks/Examples:

#### Fluency Expectations or Examples of Culminating Standards

Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and mathematical practices.

#### Examples of Opportunities for In-Depth Focus

This is a major capstone standard for arithmetic and its applications.

### Related Access Points

Name	Description
<a href="#">MAFS.7.EE.2.AP.3a:</a>	Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions and decimals).

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

- Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
- Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

[MAFS.7.EE.2.4:](#)

**Remarks/Examples:**  
**Fluency Expectations or Examples of Culminating Standards**

In solving word problems leading to one-variable equations of the form  $px + q = r$  and  $p(x + q) = r$ , students solve the equations fluently. This will require fluency with rational number arithmetic (7.NS.1.1–1.3), as well as fluency to some extent with applying properties operations to rewrite linear expressions with rational coefficients (7.EE.1.1).

**Examples of Opportunities for In-Depth Focus**

Work toward meeting this standard builds on the work that led to meeting 6.EE.2.7 and prepares students for the work that will lead to meeting 8.EE.3.7.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.EE.2.AP.4a:</a>	Set up equations with one variable based on real-world problems.
<a href="#">MAFS.7.EE.2.AP.4b:</a>	Solve equations with one variable based on real-world problems.

[MAFS.7.G.1.1:](#)

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.G.1.AP.1a:</a>	Draw pairs of proportional polygons on graph paper.
<a href="#">MAFS.7.G.1.AP.1b:</a>	Draw a scale drawing of a real-world two-dimensional polygon on graph paper.

[MAFS.7.G.1.2:](#)

Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.G.1.AP.2a:</a>	Construct or draw plane figures using properties.

[MAFS.7.G.1.3:](#)

Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.G.1.AP.3a:</a>	Identify the two-dimensional polygons that result from slicing a three-dimensional prism.

[MAFS.7.G.2.4:](#)

Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.G.2.AP.4a:</a>	Estimate the area of a circle using graph paper.
<a href="#">MAFS.7.G.2.AP.4b:</a>	Measure the circumference of a circle using string.

[MAFS.7.G.2.5:](#)

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.G.2.AP.5a:</a>	Given equal fractional parts of a circle (up to 8), find the measure of a central angle.
<a href="#">MAFS.7.G.2.AP.5b:</a>	Find the measure of a missing angle inside a triangle.
<a href="#">MAFS.7.G.2.AP.5c:</a>	Find the measure of a missing angle in a linear pair.
<a href="#">MAFS.7.G.2.AP.5d:</a>	Identify vertical angles using visual models and find their measures.

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

[MAFS.7.G.2.6:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Work toward meeting this standard draws together grades 3–6 work with geometric measurement.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.G.2.AP.6a:</a>	Add the area of each face of a prism to find the surface area of three-dimensional objects.
<a href="#">MAFS.7.G.2.AP.6b:</a>	Solve one-step, real-world measurement problems involving area, volume or surface area of two- and three-dimensional objects.

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
- b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- d. Apply properties of operations as strategies to add and subtract rational numbers.

[MAFS.7.NS.1.1:](#)

**Remarks/Examples:**

**Fluency Expectations or Examples of Culminating Standards**

Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.NS.1.AP.1a:</a>	Identify rational numbers that are an equal distance from 0 on a number line as additive inverses.
<a href="#">MAFS.7.NS.1.AP.1b:</a>	Find the distance between two rational numbers on a number line.

Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
- b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.
- c. Apply properties of operations as strategies to multiply and divide rational numbers.
- d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

[MAFS.7.NS.1.2:](#)

**Remarks/Examples:**

**Fluency Expectations or Examples of Culminating Standards**

Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.NS.1.AP.2a:</a>	Solve single-digit rational number multiplication problems using a number line.
<a href="#">MAFS.7.NS.1.AP.2b:</a>	Solve division problems with quotients from -100 to 100 using a number line.
<a href="#">MAFS.7.NS.1.AP.2c:</a>	Write equations to represent rational number multiplication and division problems solved on a number line and generate rules for the products and quotients of rational numbers.

Solve real-world and mathematical problems involving the four operations with rational numbers.

[MAFS.7.NS.1.3:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard (which is closely connected to 7.NS.1.1 and 7.NS.1.2), they consolidate their skill and understanding of addition, subtraction, multiplication and division of rational numbers.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.NS.1.AP.3a:</a>	Solve real-world and mathematical problems involving the four operations with rational numbers from -100 to 100.

[MAFS.7.RP.1.1:](#)

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.

#### Related Access Points

Name	Description
<a href="#">MAFS.7.RP.1.AP.1a:</a>	Solve one-step problems involving unit rates associated with ratios of fractions.

Recognize and represent proportional relationships between quantities.

- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .
- Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.

[MAFS.7.RP.1.2:](#)

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

Students in grade 7 grow in their ability to recognize, represent, and analyze proportional relationships in various ways, including by using tables, graphs, and equations.

#### Related Access Points

Name	Description
<a href="#">MAFS.7.RP.1.AP.2a:</a>	Identify the rate of change/proportional relationship of a linear equation that has been plotted as a line on a coordinate plane.
<a href="#">MAFS.7.RP.1.AP.2b:</a>	Identify lines plotted on a coordinate plane that represent a proportional relationship.

[MAFS.7.RP.1.3:](#)

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

#### Related Access Points

Name	Description
<a href="#">MAFS.7.RP.1.AP.3a:</a>	Solve word problems involving ratios.
<a href="#">MAFS.7.RP.1.AP.3b:</a>	Find percentages in real-world contexts.

[MAFS.7.SP.1.1:](#)

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

#### Related Access Points

Name	Description
<a href="#">MAFS.7.SP.1.AP.1a:</a>	Survey a sample population to generate data that represents the total population.

[MAFS.7.SP.1.2:](#)

Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

#### Related Access Points

Name	Description
<a href="#">MAFS.7.SP.1.AP.2a:</a>	Collect data from a sample size of the population, graph the data, and make inferences about the population based on the data.

[MAFS.7.SP.2.3:](#)

Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

#### Related Access Points

Name	Description
<a href="#">MAFS.7.SP.2.AP.3a:</a>	Given graphed distributions of two sets of data, make statements comparing the two sets of data.

[MAFS.7.SP.2.4:](#)

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

## Related Access Points

Name	Description
<a href="#">MAFS.7.SP.2.AP.4a:</a>	Identify the range (difference), median (middle), mean (average), or mode (most frequent) of two sets of data.
<a href="#">MAFS.7.SP.2.AP.4b:</a>	Make or select an appropriate statement based upon two unequal data sets using measure of central tendency and shape of the distribution.

[MAFS.7.SP.3.5:](#)

Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

## Related Access Points

Name	Description
<a href="#">MAFS.7.SP.3.AP.5a:</a>	Define the probability of related events given a situation of chance.

[MAFS.7.SP.3.6:](#)

Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

## Related Access Points

Name	Description
<a href="#">MAFS.7.SP.3.AP.6a:</a>	Make a prediction regarding the probability of an event occurring; conduct simple probability experiments and compare results to predictions.

[MAFS.7.SP.3.7:](#)

Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

- Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
- Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

## Related Access Points

Name	Description
<a href="#">MAFS.7.SP.3.AP.7a:</a>	Compare actual results of a simple experiment when numbers of instances are increased.

[MAFS.7.SP.3.8:](#)

Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
- Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

## Related Access Points

Name	Description
<a href="#">MAFS.7.SP.3.AP.8a:</a>	Determine the theoretical probability of compound events (e.g., two coins or two dice).
<a href="#">MAFS.7.SP.3.AP.8b:</a>	Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice).

[MAFS.K12.MP.1.1:](#)

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.2.1:](#)

### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of

quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### **Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

#### **Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.4.1:](#)

#### **Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

#### **Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

#### **Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

#### **Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

There are more than 924 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1758>



# Access Pre-Algebra (#7812030) [{ M/J Pre-Algebra - 1205070 }](#)

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<b>Course Number:</b> 7812030	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS PRE-ALG
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 8	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.68.RST.1.3:</a>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">LAFS.68.RST.3.7:</a>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<a href="#">LAFS.68.WHST.1.1:</a>	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.8.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> </ul>

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.

[LAFS.8.SL.1.2:](#)

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.

[LAFS.8.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

[MAFS.8.EE.1.1:](#)

Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$*

#### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.1.AP.1a:</a>	Use properties of integer exponents to produce equivalent expressions.

[MAFS.8.EE.1.2:](#)

Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\sqrt{2}$  is irrational.

#### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.1.AP.2a:</a>	Use appropriate tools to calculate square root and cube root.
<a href="#">MAFS.8.EE.1.AP.2b:</a>	Find products when bases from -6 to 6 are squared and cubed, using a calculator.
<a href="#">MAFS.8.EE.1.AP.2c:</a>	Identify perfect squares from 0 to100 by modeling them on graph paper or building with tiles.
<a href="#">MAFS.8.EE.1.AP.2d:</a>	Identify squares and cubes as perfect or non-perfect.
<a href="#">MAFS.8.EE.1.AP.2e:</a>	Recognize that non-perfect squares/cubes are irrational.

[MAFS.8.EE.1.3:](#)

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as  $3 \times 10^8$  and the population of the world as  $7 \times 10^9$ , and determine that the world population is more than 20 times larger.*

#### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.1.AP.3a:</a>	Multiply single digits by the power of 10 using a calculator.
<a href="#">MAFS.8.EE.1.AP.3b:</a>	Identify the products of powers of 10 (through $10^9$ ).

[MAFS.8.EE.1.4:](#)

Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

#### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.1.AP.4a:</a>	Perform operations with numbers expressed in scientific notation using a calculator.

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

[MAFS.8.EE.2.5:](#)

Remarks/Examples:  
Examples of Opportunities for In-Depth Focus

When students work toward meeting this standard, they build on grades 6–7 work with proportions and position themselves for grade 8 work with functions and the equation of a line.

### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.2.AP.5a:</a>	Define rise/run (slope) for linear equations plotted on a coordinate plane.

[MAFS.8.EE.2.6:](#)

Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .

### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.2.AP.6a:</a>	Define $y = mx$ by identifying the coordinates $(x, y)$ of a point and rise/run $(m)$ for a linear equation plotted on a coordinate plane that passes through the origin.

Solve linear equations in one variable.

- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

[MAFS.8.EE.3.7:](#)

#### Remarks/Examples:

#### Fluency Expectations or Examples of Culminating Standards

Students have been working informally with one-variable linear equations since as early as kindergarten. This important line of development culminates in grade 8 with the solution of general one-variable linear equations, including cases with infinitely many solutions or no solutions as well as cases requiring algebraic manipulation using properties of operations. Coefficients and constants in these equations may be any rational numbers.

#### Examples of Opportunities for In-Depth Focus

This is a culminating standard for solving one-variable linear equations.

### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.3.AP.7a:</a>	Simplify linear equations and solve for one variable.

[MAFS.8.EE.3.8:](#)

Analyze and solve pairs of simultaneous linear equations.

- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.
- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

#### Remarks/Examples:

#### Examples of Opportunities for In-Depth Focus

When students work toward meeting this standard, they build on what they know about two-variable linear equations, and they enlarge the varieties of real-world and mathematical problems they can solve.

### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.3.AP.8a:</a>	Identify the coordinates of the point of intersection for two linear equations plotted on a coordinate plane.
<a href="#">MAFS.8.EE.3.AP.8b:</a>	Given two sets of coordinates for two lines, plot the lines on a coordinate plane and define the rise/run $(m)$ for each line to determine if the lines will intersect or not.

[MAFS.8.F.1.1:](#)

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

### Related Access Points

Name	Description
<a href="#">MAFS.8.F.1.AP.1a:</a>	Graph the points of a function given the rule of a simple function and identifying four values of $x$ and $y$ .

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

[MAFS.8.F.1.2:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Work toward meeting this standard repositions previous work with tables and graphs in the new context of input/output rules.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.F.1.AP.2a:</a>	Compare the rise/run (m) of two simple linear functions.

Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

[MAFS.8.F.1.3:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.8.F.1.AP.3a:</a>	Identify graphed functions as linear or not linear.

[MAFS.8.F.2.4:](#)

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.F.2.AP.4a:</a>	Identify rise/run (m) as slope and identify the coordinates of the y-intercept.

[MAFS.8.F.2.5:](#)

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.F.2.AP.5a:</a>	Sketch a graph that exhibits the slope and y-intercept provided.
<a href="#">MAFS.8.F.2.AP.5b:</a>	Identify the slope coordinates of one point and the y-intercept.
<a href="#">MAFS.8.F.2.AP.5c:</a>	Describe or select the relationship between two plotted graphs.

[MAFS.8.G.1.1:](#)

Verify experimentally the properties of rotations, reflections, and translations:

- a. Lines are taken to lines, and line segments to line segments of the same length.
- b. Angles are taken to angles of the same measure.
- c. Parallel lines are taken to parallel lines.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.1.AP.1a:</a>	Perform rotations, reflections, and translations using pattern blocks.
<a href="#">MAFS.8.G.1.AP.1b:</a>	Draw rotations, reflections, and translations of polygons.

[MAFS.8.G.1.2:](#)

Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.1.AP.2a:</a>	Demonstrate that two-dimensional polygons that are rotated, reflected, or translated are still congruent using area, perimeter, and length of sides on a coordinate plane.

[MAFS.8.G.1.3:](#)

Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.1.AP.3a:</a>	Dilate common polygons using graph paper and identifying the coordinates of the vertices.
<a href="#">MAFS.8.G.1.AP.3b:</a>	Given two figures on a coordinate plane, identify if the image is dilated, translated, rotated, or reflected.

[MAFS.8.G.1.4:](#)

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.1.AP.4a:</a>	Recognize congruent and similar figures.
<a href="#">MAFS.8.G.1.AP.4b:</a>	Identify two-dimensional figures as similar or congruent given coordinate plane representations.
<a href="#">MAFS.8.G.1.AP.4c:</a>	Compare area and volume of similar figures.

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a

[MAFS.8.G.1.5:](#)

transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.1.AP.5a:</a>	Use angle relationships to find the value of a missing angle.

[MAFS.8.G.2.6:](#)

Explain a proof of the Pythagorean Theorem and its converse.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.2.AP.6a:</a>	Measure the lengths of the sides of multiple right triangles to determine a relationship.

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

[MAFS.8.G.2.7:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

The Pythagorean theorem is useful in practical problems, relates to grade-level work in irrational numbers and plays an important role mathematically in coordinate geometry in high school.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.2.AP.7a:</a>	Find the hypotenuse of a two-dimensional right triangle using the Pythagorean theorem.

[MAFS.8.G.2.8:](#)

Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.2.AP.8a:</a>	Apply the Pythagorean Theorem to determine lengths/distances between two points in a coordinate system by forming right triangles.

Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

[MAFS.8.G.3.9:](#)

**Remarks/Examples:**  
**Fluency Expectations or Examples of Culminating Standards**

When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.G.3.AP.9a:</a>	Using a calculator, apply the formula to find the volume of three-dimensional shapes (i.e., cubes, spheres and cylinders).

[MAFS.8.NS.1.1:](#)

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.NS.1.AP.1a:</a>	Distinguish between rational and irrational numbers. Show that any number that can be expressed as a fraction is a rational number.
<a href="#">MAFS.8.NS.1.AP.1b:</a>	Using whole number dividends from 8 to 20 and odd whole number divisors from 3 to 7, identify irrational decimal quotients.
<a href="#">MAFS.8.NS.1.AP.1c:</a>	Round irrational quotients to the hundredths place.

[MAFS.8.NS.1.2:](#)

Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,  $n^2$ ). *For example, by truncating the decimal expansion of  $\sqrt{2}$ , show that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

**Related Access Points**

Name	Description
<a href="#">MAFS.8.NS.1.AP.2a:</a>	Locate approximations of irrational numbers on a number line.

[MAFS.8.SP.1.1:](#)

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

**Related Access Points**

Name	Description
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<a href="#">MAFS.8.SP.1.AP.1a:</a>	Graph data using line graphs, histograms or box plots.
<a href="#">MAFS.8.SP.1.AP.1b:</a>	Graph bivariate data using scatter plots and identify possible associations between the variables.
<a href="#">MAFS.8.SP.1.AP.1c:</a>	Using box plots and scatter plots, identify data points that appear to be outliers.

[MAFS.8.SP.1.2:](#) Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.SP.1.AP.2a:</a>	Draw the line of best fit on a scatter plot.
<a href="#">MAFS.8.SP.1.AP.2b:</a>	Identify outliers on a scatter plot given the line of best fit.

[MAFS.8.SP.1.3:](#) Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.SP.1.AP.3a:</a>	Interpret the slope and the y-intercept of a line in the context of data plotted from a real-world situation.

[MAFS.8.SP.1.4:](#) Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

**Related Access Points**

Name	Description
<a href="#">MAFS.8.SP.1.AP.4a:</a>	Analyze displays of bivariate data to develop or select appropriate claims about those data.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#) Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Reason abstractly and quantitatively.**

[MAFS.K12.MP.2.1:](#) Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#) Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Model with mathematics.**

[MAFS.K12.MP.4.1:](#) Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 851 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1759>



# Music: 6-8 (#7813010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7813010  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >  
**Abbreviated Title:** MUS: 6-8

## GENERAL NOTES

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

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

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

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

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

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

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

**B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**C. Course Requirements.** These requirements reflect, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

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

1. **Demonstrate awareness of vocal and instrumental composers, performers, and musical events.**
2. **Demonstrate awareness of selected musical instruments.**
3. **Demonstrate skills in vocal music.**
4. **Demonstrate skills in instrumental music.**

5. **Demonstrate awareness of characteristics of music of various cultures.**
6. **Demonstrate awareness of various types of music (e.g., folk, jazz, choral, orchestra).**
7. **Demonstrate awareness of careers in music.**
  - CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
  - CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
  - CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.
8. **Demonstrate awareness of the roles of music in the school and community.**
  - IF.A.2.In.1 select and use community resources and services for specified purposes.
  - IF.A.2.Su.1 use community resources and services—with guidance and support.
  - IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Physical Education: 6-8 (#7815010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7815010

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

**Course Section:** Exceptional Student Education **Abbreviated Title:** PE: 6-8

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

**Keywords:** PE, physical education, access

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

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">PE.6.C.2.1:</a>	<p>Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">PE.6.C.2.In.a:</a></td> <td>Recognize at least two movements or activities that lead to improvement in the health-related components of fitness.</td> </tr> <tr> <td><a href="#">PE.6.C.2.Su.a:</a></td> <td>Recognize at least one movement or activity that leads to improvement in the health-related components of fitness.</td> </tr> <tr> <td><a href="#">PE.6.C.2.Pa.a:</a></td> <td>Associate movement with improvement in health-related components of fitness.</td> </tr> </tbody> </table>	Name	Description	<a href="#">PE.6.C.2.In.a:</a>	Recognize at least two movements or activities that lead to improvement in the health-related components of fitness.	<a href="#">PE.6.C.2.Su.a:</a>	Recognize at least one movement or activity that leads to improvement in the health-related components of fitness.	<a href="#">PE.6.C.2.Pa.a:</a>	Associate movement with improvement in health-related components of fitness.
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<a href="#">PE.6.C.2.Pa.a:</a>	Associate movement with improvement in health-related components of fitness.								
<a href="#">PE.6.C.2.10:</a>	<p>Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p><b>Remarks/Examples:</b> Some examples of these are weight-loss pills, food labels and exercise equipment.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">PE.6.C.2.In.j:</a></td> <td>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.</td> </tr> <tr> <td><a href="#">PE.6.C.2.Su.j:</a></td> <td>Recognize information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.</td> </tr> <tr> <td><a href="#">PE.6.C.2.Pa.j:</a></td> <td>Recognize information related to a consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.</td> </tr> </tbody> </table>	Name	Description	<a href="#">PE.6.C.2.In.j:</a>	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.	<a href="#">PE.6.C.2.Su.j:</a>	Recognize information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.	<a href="#">PE.6.C.2.Pa.j:</a>	Recognize information related to a consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.
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<a href="#">PE.6.C.2.Pa.j:</a>	Recognize information related to a consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.								
<a href="#">PE.6.C.2.11:</a>	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.								

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.k:</a>	Prepare a log noting the food intake, calories consumed and physical activities.
<a href="#">PE.6.C.2.Su.k:</a>	Prepare a log noting the food intake and physical activities.
<a href="#">PE.6.C.2.Pa.k:</a>	Recognize food intake and physical activities.

List the components of skill-related fitness.

[PE.6.C.2.12:](#)

<b>Remarks/Examples:</b> The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
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### Related Access Points

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

[PE.6.C.2.13:](#)

List appropriate warm-up and cool-down techniques and the reasons for using them.

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.m:</a>	Identify appropriate warm-up and cool-down techniques and the reasons for using them.
<a href="#">PE.6.C.2.Su.m:</a>	Recognize appropriate warm-up and cool-down techniques and the reasons for using them.
<a href="#">PE.6.C.2.Pa.m:</a>	Recognize an appropriate warm-up and cool-down technique and the reason for using it.

[PE.6.C.2.14:](#)

List terminology and etiquette in educational gymnastics or dance.

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.n:</a>	Identify terminology and etiquette in educational gymnastics or dance.
<a href="#">PE.6.C.2.Su.n:</a>	Recognize basic terminology and etiquette in educational gymnastics or dance.
<a href="#">PE.6.C.2.Pa.n:</a>	Recognize basic etiquette in educational gymnastics or dance.

[PE.6.C.2.15:](#)

Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.o:</a>	Identify basic dance or gymnastic sequences.
<a href="#">PE.6.C.2.Su.o:</a>	Recognize basic dance or gymnastic sequences.
<a href="#">PE.6.C.2.Pa.o:</a>	Recognize a basic dance or gymnastic sequence.

[PE.6.C.2.16:](#)

Evaluate the movement performance of others.

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.p:</a>	Assess basic movement patterns in performances of others.
<a href="#">PE.6.C.2.Su.p:</a>	Identify basic movement patterns in performances of others.
<a href="#">PE.6.C.2.Pa.p:</a>	Recognize and correct an error in selected personal movement patterns.

[PE.6.C.2.17:](#)

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

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.q:</a>	Identify the mechanical principles used in the performance of skills in gymnastics or dance.
<a href="#">PE.6.C.2.Su.q:</a>	Recognize the mechanical principles used in the performance of skills in gymnastics or dance.
<a href="#">PE.6.C.2.Pa.q:</a>	Recognize a mechanical principle used in movement.

[PE.6.C.2.18:](#)

List and describe the risks and safety procedures in gymnastics and dance.

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.r:</a>	Identify the risks and safety procedures in gymnastics and dance.
<a href="#">PE.6.C.2.Su.r:</a>	Recognize the risks and safety procedures in gymnastics and dance.
<a href="#">PE.6.C.2.Pa.r:</a>	Recognize a safety procedure in gymnastics and dance.

[PE.6.C.2.19:](#)

Recognize the relationship between music and dance or gymnastics skills.

### Related Access Points

Name	Description
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<a href="#">PE.6.C.2.In.s:</a>	Identify music appropriate for dance or gymnastics movements.
<a href="#">PE.6.C.2.Su.s:</a>	Recognize music appropriate for dance or gymnastics movements.
<a href="#">PE.6.C.2.Pa.s:</a>	Associate music with dance or gymnastics movements.

List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.

[PE.6.C.2.2:](#)

<b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
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**Related Access Points**

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

[PE.6.C.2.20:](#)

Know how improvisation is used to create movements for choreography.

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.t:</a>	Identify that improvisation is used to create movements for dance.
<a href="#">PE.6.C.2.Su.t:</a>	Recognize that improvisation is used to create movements for dance.
<a href="#">PE.6.C.2.Pa.t:</a>	Recognize that movements can be created.

[PE.6.C.2.21:](#)

Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.

**Related Access Points**

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

[PE.6.C.2.22:](#)

List the three different types of heat illnesses associated with fluid loss.

<b>Remarks/Examples:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
---

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.v:</a>	Identify at least two symptoms of heat illnesses caused by excessive fluid loss.
<a href="#">PE.6.C.2.Su.v:</a>	Identify that heat illness results from excessive fluid loss.
<a href="#">PE.6.C.2.Pa.v:</a>	Recognize that heat illness results from excessive fluid loss.

Describe how each of the health-related components of fitness are improved through the application of training principles.

[PE.6.C.2.3:](#)

<b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
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**Related Access Points**

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

Describe the long-term benefits of regular physical activity.

[PE.6.C.2.4:](#)

<b>Remarks/Examples:</b> Some examples of types of long-term benefits are physical, cognitive and emotional.
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**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.d:</a>	Identify long-term benefits of regular physical activity.
<a href="#">PE.6.C.2.Su.d:</a>	Recognize long-term benefits of regular physical activity.
<a href="#">PE.6.C.2.Pa.d:</a>	Recognize that regular physical activity has health benefits.

[PE.6.C.2.5:](#)

Describe the training principles of overload, progression and specificity.

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.e:</a>	Identify the training principles of overload, progression and specificity.
<a href="#">PE.6.C.2.Su.e:</a>	Recognize the training principles of overload, progression and specificity.
<a href="#">PE.6.C.2.Pa.e:</a>	Recognize a training principle, such as overload, progression or specificity.

[PE.6.C.2.6:](#) Classify activities as aerobic or anaerobic.

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.f:</a>	Identify aerobic and anaerobic activities, such as running and weight lifting.
<a href="#">PE.6.C.2.Su.f:</a>	Recognize aerobic and anaerobic activities, such as running and weight lifting.
<a href="#">PE.6.C.2.Pa.f:</a>	Recognize an aerobic activity, such as running.

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

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.g:</a>	Identify personal target heart-rate zone and describe how to adjust intensity level to stay within the desired range.
<a href="#">PE.6.C.2.Su.g:</a>	Recognize personal target heart-rate zone and identify how to adjust intensity level to stay within the desired range.
<a href="#">PE.6.C.2.Pa.g:</a>	Recognize personal heart rate.

List methods of monitoring intensity level during aerobic activity.

[PE.6.C.2.8:](#)

**Remarks/Examples:**  
Some examples of monitoring intensity levels are a talk test, rate of perceived exertion and taking one's heart rate/pulse.

### Related Access Points

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

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

### Related Access Points

Name	Description
<a href="#">PE.6.C.2.In.i:</a>	Identify the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
<a href="#">PE.6.C.2.Su.i:</a>	Recognize the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
<a href="#">PE.6.C.2.Pa.i:</a>	Recognize the relationship between physical activity and heart rate.

[PE.6.L.3.1:](#) Participate in moderate physical activity on a daily basis.

### Related Access Points

Name	Description
<a href="#">PE.6.L.3.In.a:</a>	Participate in a selected moderate physical activity on a daily basis.
<a href="#">PE.6.L.3.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.6.L.3.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.6.L.3.2:](#) Participate in vigorous physical activity on a daily basis.

### Related Access Points

Name	Description
<a href="#">PE.6.L.3.In.b:</a>	Participate in a healthy level of physical activity on a daily basis.
<a href="#">PE.6.L.3.Su.b:</a>	Participate in a healthy level of modified physical activity on a daily basis.
<a href="#">PE.6.L.3.Pa.b:</a>	Participate in healthy level of guided physical activity on a daily basis.

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

[PE.6.L.3.3:](#)

**Remarks/Examples:**  
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

### Related Access Points

Name	Description
<a href="#">PE.6.L.3.In.c:</a>	Participate in a variety of basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
<a href="#">PE.6.L.3.Su.c:</a>	Participate in a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.

[PE.6.L.3.Pa.c:](#) Participate in a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.

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

#### Related Access Points

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

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

#### Related Access Points

Name	Description
<a href="#">PE.6.L.3.In.e:</a>	Recognize selected community opportunities that promote fitness and wellness.
<a href="#">PE.6.L.3.Su.e:</a>	Recognize selected community opportunities that promote fitness and wellness.
<a href="#">PE.6.L.3.Pa.e:</a>	Recognize a selected community opportunity that promotes fitness and wellness.

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

#### Related Access Points

Name	Description
<a href="#">PE.6.L.3.In.f:</a>	Recognize a variety of basic fitness, wellness, gymnastics or dance activities that promote good stress management.
<a href="#">PE.6.L.3.Su.f:</a>	Recognize a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote good stress management.
<a href="#">PE.6.L.3.Pa.f:</a>	Recognize a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote management of stress.

[PE.6.L.4.1:](#) Create, implement and assess a personal fitness program in collaboration with a teacher.

#### Related Access Points

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

[PE.6.L.4.2:](#) Develop goals and strategies for a personal physical fitness program.

#### Related Access Points

Name	Description
<a href="#">PE.6.L.4.In.b:</a>	Select goals and identify strategies for a personal physical-activity plan.
<a href="#">PE.6.L.4.Su.b:</a>	Select goals and recognize strategies for a personal physical-activity plan.
<a href="#">PE.6.L.4.Pa.b:</a>	Select a goal for a personal physical-activity plan.

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

#### Related Access Points

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

[PE.6.L.4.4:](#) Develop a personal fitness program including a variety of physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.6.L.4.In.d:</a>	Identify a variety of physical activities in developing a personal fitness program.
<a href="#">PE.6.L.4.Su.d:</a>	Identify a variety of selected physical activities in developing a personal fitness program.
<a href="#">PE.6.L.4.Pa.d:</a>	Recognize a variety of physical activities in developing a personal fitness program.

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

#### Related Access Points

Name	Description
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[PE.6.L.4.In.e:](#) Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility.

[PE.6.L.4.Su.e:](#) Recognize a health-related problem associated with low levels of physical activity.

[PE.6.L.4.Pa.e:](#) Recognize a consequence of low levels of physical activity.

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

#### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.a:</a>	Use basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.
<a href="#">PE.6.M.1.Su.a:</a>	Perform basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.
<a href="#">PE.6.M.1.Pa.a:</a>	Imitate movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.

[PE.6.M.1.10:](#) Design and perform different group dance and rhythm sequences that incorporate equipment.

#### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.j:</a>	Perform different group dance and rhythm sequences that incorporate equipment.
<a href="#">PE.6.M.1.Su.j:</a>	Imitate different group dance and rhythm sequences that incorporate equipment.
<a href="#">PE.6.M.1.Pa.j:</a>	Perform a guided group dance and rhythm sequence that incorporates equipment.

[PE.6.M.1.11:](#) Apply proper warm-up and cool-down techniques.

#### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.k:</a>	Demonstrate proper warm-up and cool-down techniques.
<a href="#">PE.6.M.1.Su.k:</a>	Use selected warm-up and cool-down techniques.
<a href="#">PE.6.M.1.Pa.k:</a>	Perform guided warm-up and cool-down techniques.

Use proper safety practices.

[PE.6.M.1.12:](#)

**Remarks/Examples:**  
Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.

#### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.l:</a>	Use proper selected safety practices, such as use of sunscreen, hydration and selection of clothing.
<a href="#">PE.6.M.1.Su.l:</a>	Perform proper selected safety practices, such as use of sunscreen, hydration and selection of clothing.
<a href="#">PE.6.M.1.Pa.l:</a>	Perform guided selected safety practices, such as use of sunscreen, hydration and selection of clothing.

Use technology to assess, enhance and maintain motor skill performance.

[PE.6.M.1.13:](#)

**Remarks/Examples:**  
Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

#### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.m:</a>	Use technology to develop, enhance and maintain motor skill performance.
<a href="#">PE.6.M.1.Su.m:</a>	Use technology to develop and maintain motor skill performance.
<a href="#">PE.6.M.1.Pa.m:</a>	Use technology to develop motor skill performance.

[PE.6.M.1.2:](#) Perform at least three different activities that achieve target heart rate.

#### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.b:</a>	Perform at least two different activities that achieve target heart rate.
<a href="#">PE.6.M.1.Su.b:</a>	Imitate at least two different activities that achieve a recommended target heart rate.
<a href="#">PE.6.M.1.Pa.b:</a>	Perform a guided activity that safely increases heart rate.

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

#### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.c:</a>	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities.

<a href="#">PE.6.M.1.Su.c:</a>	Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities.
<a href="#">PE.6.M.1.Pa.c:</a>	Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected modified physical activities.

[PE.6.M.1.4:](#) Perform at least three activities having value for cardiorespiratory fitness.

**Related Access Points**

Name	Description
<a href="#">PE.6.M.1.In.d:</a>	Perform at least two activities having value for cardiorespiratory fitness.
<a href="#">PE.6.M.1.Su.d:</a>	Imitate at least two activities having value for cardiorespiratory fitness.
<a href="#">PE.6.M.1.Pa.d:</a>	Perform a guided activity having value for cardiorespiratory fitness.

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

**Related Access Points**

Name	Description
<a href="#">PE.6.M.1.In.e:</a>	Perform basic movements with a variety of equipment that lead to an improved or maintained physical condition.
<a href="#">PE.6.M.1.Su.e:</a>	Perform a basic movement using a variety of equipment that leads to an improved or maintained physical condition.
<a href="#">PE.6.M.1.Pa.e:</a>	Perform guided movements using equipment that lead to an improved or maintained physical condition.

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

**Related Access Points**

Name	Description
<a href="#">PE.6.M.1.In.f:</a>	Perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight.
<a href="#">PE.6.M.1.Su.f:</a>	Perform a sequence of tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight.
<a href="#">PE.6.M.1.Pa.f:</a>	Perform a guided sequence of rhythmic patterns involving traveling, rolling, balancing or transferring weight.

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

[PE.6.M.1.7:](#) **Remarks/Examples:**  
Some examples of gymnastics actions are rolling, balancing and step like actions. Some examples of apparatus are wedge mats, cylinders and balance beams.

**Related Access Points**

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

Perform complex dance sequences from a variety of dances accurately and with correct technique.

[PE.6.M.1.8:](#) **Remarks/Examples:**  
Some examples of dances are folk, square, step and line.

**Related Access Points**

Name	Description
<a href="#">PE.6.M.1.In.h:</a>	Perform basic dance sequences accurately from a variety of dances.
<a href="#">PE.6.M.1.Su.h:</a>	Perform basic dance sequences from a variety of dances.
<a href="#">PE.6.M.1.Pa.h:</a>	Perform guided movements associated with a variety of dance sequences.

[PE.6.M.1.9:](#) Create and perform a rhythmic movement sequence while working with a partner or group.

**Related Access Points**

Name	Description
<a href="#">PE.6.M.1.In.i:</a>	Perform a rhythmic movement sequence while working with a partner or group.
<a href="#">PE.6.M.1.Su.i:</a>	Imitate a rhythmic movement sequence while working with a partner or group.
<a href="#">PE.6.M.1.Pa.i:</a>	Perform a guided rhythmic movement sequence while working with a partner or group.

[PE.6.R.5.1:](#) List ways that peer pressure can be positive and negative.

**Related Access Points**

Name	Description
<a href="#">PE.6.R.5.In.a:</a>	Recognize that peer pressure can have different effects.
<a href="#">PE.6.R.5.Su.a:</a>	Recognize examples of positive and negative relationships with peers.
<a href="#">PE.6.R.5.Pa.a:</a>	Recognize an example of a positive relationship with peers.

[PE.6.R.5.2:](#)

Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

**Related Access Points**

Name	Description
<a href="#">PE.6.R.5.In.b:</a>	Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
<a href="#">PE.6.R.5.Su.b:</a>	Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings.
<a href="#">PE.6.R.5.Pa.b:</a>	Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings.

Demonstrate responsible behaviors during physical activities.

[PE.6.R.5.3:](#)

**Remarks/Examples:**  
 Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.

**Related Access Points**

Name	Description
<a href="#">PE.6.R.5.In.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.6.R.5.Su.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.
<a href="#">PE.6.R.5.Pa.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions.

[PE.6.R.5.4:](#)

Describe the personal, social and ethical behaviors that apply to specific physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.6.R.5.In.d:</a>	Recognize appropriate personal and social behaviors that apply to specific physical activities.
<a href="#">PE.6.R.5.Su.d:</a>	Recognize appropriate personal behaviors that apply to specific physical activities.
<a href="#">PE.6.R.5.Pa.d:</a>	Recognize appropriate behaviors that apply to selected physical activities.

[PE.6.R.5.5:](#)

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.6.R.5.In.e:</a>	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.6.R.5.Su.e:</a>	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.6.R.5.Pa.e:</a>	Use safe behaviors while participating in a variety of physical activities.

[PE.6.R.6.1:](#)

Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

**Related Access Points**

Name	Description
<a href="#">PE.6.R.6.In.a:</a>	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.6.R.6.Su.a:</a>	Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment.
<a href="#">PE.6.R.6.Pa.a:</a>	Associate a physical activity that occurs outside of the school setting with personal enjoyment.

Identify the potential benefits of participation in a variety of physical activities.

[PE.6.R.6.2:](#)

**Remarks/Examples:**  
 Some examples of potential benefits of participation are physical, mental, emotional and social.

**Related Access Points**

Name	Description
<a href="#">PE.6.R.6.In.b:</a>	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
<a href="#">PE.6.R.6.Su.b:</a>	Recognize a selected potential benefit of participation in a variety of physical activities, such as a physical, mental, emotional or social benefit.
<a href="#">PE.6.R.6.Pa.b:</a>	Recognize that participation in a variety of physical activities has benefits.

[PE.6.R.6.3:](#)

Participate in games, sports and/or physical activities from other cultures.

**Related Access Points**

Name	Description
<a href="#">PE.6.R.6.In.c:</a>	Identify games, sports or physical activities from other cultures.
<a href="#">PE.6.R.6.Su.c:</a>	Recognize games, sports or physical activities from other cultures.
<a href="#">PE.6.R.6.Pa.c:</a>	Recognize a game, sport or physical activity from another culture.

Identify the basic rules for team sports.

[PE.7.C.2.1:](#)

**Remarks/Examples:**

Some examples are setting up to start, violating rules and keeping accurate score.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.a:</a>	Recognize basic rules for team sports, such as setting up to start, consequences for violating rules and keeping accurate score.
<a href="#">PE.7.C.2.Su.a:</a>	Recognize basic rules for selected team sports, such as setting up to start, consequences for violating rules and keeping accurate score.
<a href="#">PE.7.C.2.Pa.a:</a>	Recognize a basic rule for selected team sports.

Identify the basic rules for outdoor pursuits/aquatics.

[PE.7.C.2.2:](#)

**Remarks/Examples:**

Some examples are setting up to start, violating rules and keeping accurate score.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.b:</a>	Recognize basic rules for outdoor pursuits/aquatics.
<a href="#">PE.7.C.2.Su.b:</a>	Recognize basic rules for selected outdoor pursuits/aquatics.
<a href="#">PE.7.C.2.Pa.b:</a>	Recognize a selected rule for outdoor pursuit/aquatics.

[PE.7.C.2.3:](#)

Explain basic offensive and defensive strategies in modified games or activities and team sports.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.c:</a>	Describe basic offensive and defensive strategies in modified games and activities and team sports.
<a href="#">PE.7.C.2.Su.c:</a>	Identify basic offensive and defensive strategies in modified games and activities and team sports.
<a href="#">PE.7.C.2.Pa.c:</a>	Recognize basic offensive and defensive tactics in modified games and activities and team sports.

[PE.7.C.2.4:](#)

Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.d:</a>	Identify basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.
<a href="#">PE.7.C.2.Su.d:</a>	Recognize basic offensive and defensive strategies in modified games, activities or outdoor pursuits/aquatics.
<a href="#">PE.7.C.2.Pa.d:</a>	Recognize a basic offensive and defensive strategy in a modified game, activity or outdoor pursuits/aquatics.

[PE.7.C.2.5:](#)

Identify and explain different types of safety equipment and practices relating to water activities.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.e:</a>	Identify different types of safety equipment and practice relating to water activities.
<a href="#">PE.7.C.2.Su.e:</a>	Recognize different types of safety equipment relating to water activities.
<a href="#">PE.7.C.2.Pa.e:</a>	Recognize a type of safety equipment relating to water activities.

[PE.7.C.2.6:](#)

Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.f:</a>	Use feedback on skill patterns of self and partner to detect and correct mechanical errors.
<a href="#">PE.7.C.2.Su.f:</a>	Use feedback on skill patterns of self or partner to correct mechanical errors.
<a href="#">PE.7.C.2.Pa.f:</a>	Use feedback to correct mechanical errors.

[PE.7.C.2.7:](#)

Identify the critical elements for successful performance of a variety of sport skills.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.g:</a>	Recognize the critical elements for successful performance of a variety of sport skills.
<a href="#">PE.7.C.2.Su.g:</a>	Recognize selected critical elements for successful performance of a variety of sport skills.
<a href="#">PE.7.C.2.Pa.g:</a>	Associate selected critical elements with successful performance of a sport skill.

[PE.7.C.2.8:](#)

List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.h:</a>	Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.
<a href="#">PE.7.C.2.Su.h:</a>	Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.
<a href="#">PE.7.C.2.Pa.h:</a>	Recognize a specific safety procedure and equipment necessary for a sport or physical activity.

Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.

[PE.7.C.2.9:](#)

**Remarks/Examples:**

An example is slow-pitch softball and volleyball underhand serve.

**Related Access Points**

Name	Description
<a href="#">PE.7.C.2.In.i:</a>	Identify movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.
<a href="#">PE.7.C.2.Su.i:</a>	Recognize movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.
<a href="#">PE.7.C.2.Pa.i:</a>	Recognize a movement skill used in physical activities, such as slow-pitch softball or volleyball underhand serve.

[PE.7.L.3.1:](#)

Participate in moderate physical activity on a daily basis.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.3.In.a:</a>	Participate in a selected moderate physical activity on a daily basis.
<a href="#">PE.7.L.3.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.7.L.3.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.7.L.3.2:](#)

Participate in vigorous physical activity on a daily basis.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.3.In.b:</a>	Participate in a healthy level of physical activity on a daily basis.
<a href="#">PE.7.L.3.Su.b:</a>	Participate in a healthy level of modified physical activity on a daily basis.
<a href="#">PE.7.L.3.Pa.b:</a>	Participate in healthy level of guided physical activity on a daily basis.

Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.

[PE.7.L.3.3:](#)

**Remarks/Examples:**

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.3.In.c:</a>	Participate in a variety of basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
<a href="#">PE.7.L.3.Su.c:</a>	Participate in a variety of selected basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
<a href="#">PE.7.L.3.Pa.c:</a>	Participate in a variety of selected, modified team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.

[PE.7.L.3.4:](#)

Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.3.In.d:</a>	Recognize the in-school opportunities for participation in team sports, outdoor pursuits and aquatics.
<a href="#">PE.7.L.3.Su.d:</a>	Recognize selected in-school opportunities for participation in team sports, outdoor pursuits and aquatics.
<a href="#">PE.7.L.3.Pa.d:</a>	Recognize a school opportunity for participation in team sports, outdoor pursuits or aquatics.

[PE.7.L.3.5:](#)

Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.3.In.e:</a>	Recognize selected community opportunities that promote fitness and wellness.
<a href="#">PE.7.L.3.Su.e:</a>	Recognize selected community opportunities that promote fitness and wellness.
<a href="#">PE.7.L.3.Pa.e:</a>	Recognize a selected community opportunity that promotes fitness and wellness.

[PE.7.L.3.6:](#)

Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.3.In.f:</a>	Recognize a variety of basic team sports, outdoor pursuits and aquatics activities that promote effective stress management.
<a href="#">PE.7.L.3.Su.f:</a>	Recognize a variety of selected basic team sports, outdoor pursuits and aquatics activities that promote effective stress management.
<a href="#">PE.7.L.3.Pa.f:</a>	Recognize a variety of modified team sports, outdoor pursuits and aquatics activities that promote effective stress management.

[PE.7.L.4.1:](#)

Create, implement and assess a personal fitness program in collaboration with a teacher.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.4.In.a:</a>	Create and implement a personal fitness program in collaboration with a teacher.
<a href="#">PE.7.L.4.Su.a:</a>	Create a personal fitness program in collaboration with a teacher.
<a href="#">PE.7.L.4.Pa.a:</a>	Actively participate in a personal fitness program in collaboration with a teacher.

[PE.7.L.4.2:](#) Develop goals and strategies for a personal physical fitness program.

#### Related Access Points

Name	Description
<a href="#">PE.7.L.4.In.b:</a>	Select goals and identify strategies for a personal physical-activity plan.
<a href="#">PE.7.L.4.Su.b:</a>	Select goals and recognize strategies for a personal physical-activity plan.
<a href="#">PE.7.L.4.Pa.b:</a>	Select a goal for a personal physical-activity plan.

[PE.7.L.4.3:](#) Use available technology to assess, design and evaluate a personal physical-activity plan.

#### Related Access Points

Name	Description
<a href="#">PE.7.L.4.In.c:</a>	Use a variety of resources, including available technology, to design and assess a personal physical-activity plan.
<a href="#">PE.7.L.4.Su.c:</a>	Use a variety of resources, including available technology, to assess a personal activity plan.
<a href="#">PE.7.L.4.Pa.c:</a>	Use resources, including available technology, to recognize the effect of a personal activity plan.

[PE.7.L.4.4:](#) Develop a personal fitness program including a variety of physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.7.L.4.In.d:</a>	Identify a variety of physical activities when developing a personal fitness program.
<a href="#">PE.7.L.4.Su.d:</a>	Identify a variety of selected physical activities when developing a personal fitness program.
<a href="#">PE.7.L.4.Pa.d:</a>	Recognize a variety of physical activities when developing a personal fitness program.

[PE.7.L.4.5:](#) Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

#### Related Access Points

Name	Description
<a href="#">PE.7.L.4.In.e:</a>	Recognize selected health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.7.L.4.Su.e:</a>	Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility.
<a href="#">PE.7.L.4.Pa.e:</a>	Recognize consequences of low levels of physical activity.

Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.

[PE.7.M.1.1:](#)

**Remarks/Examples:**  
Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.

#### Related Access Points

Name	Description
<a href="#">PE.7.M.1.In.a:</a>	Participate in a modified version of team sports demonstrating a combination of manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
<a href="#">PE.7.M.1.Su.a:</a>	Participate in a modified version of team sports using basic manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
<a href="#">PE.7.M.1.Pa.a:</a>	Participate in a modified version of team sports using guided manipulative skills.

Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.

[PE.7.M.1.2:](#)

**Remarks/Examples:**  
An example of a modified version of a sport or activity is a small sided game.

#### Related Access Points

Name	Description
<a href="#">PE.7.M.1.In.b:</a>	Use basic offensive and defensive strategies while playing a modified version of a variety of selected sports and activities.
<a href="#">PE.7.M.1.Su.b:</a>	Use basic offensive and defensive strategies while playing a modified version of a sport and activity.
<a href="#">PE.7.M.1.Pa.b:</a>	Use guided offensive and defensive movements while playing a modified version of a sport or activity.

Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.

[PE.7.M.1.3:](#)

**Remarks/Examples:**  
Some examples are staying between opponent and goal and moving between opponent and the ball.

#### Related Access Points

Name	Description
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<a href="#">PE.7.M.1.In.c:</a>	Demonstrate appropriate relationships between the body and an opponent in simulated parts of game situations, such as staying between opponent and goal and moving between opponent and the ball.
<a href="#">PE.7.M.1.Su.c:</a>	Use appropriate relationships between the body and an opponent in simulated game situations, such as staying between opponent and goal and moving between opponent and the ball.
<a href="#">PE.7.M.1.Pa.c:</a>	Imitate appropriate relationships between the body and an opponent in guided and simulated game situations, such as staying between opponent and goal and moving between opponent and the ball.

Demonstrate introductory outdoor pursuits skills.

[PE.7.M.1.4:](#)

<b>Remarks/Examples:</b>
Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.

#### Related Access Points

Name	Description
<a href="#">PE.7.M.1.In.d:</a>	Perform introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.
<a href="#">PE.7.M.1.Su.d:</a>	Imitate introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.
<a href="#">PE.7.M.1.Pa.d:</a>	Perform guided introductory skills in modified outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.

Perform aquatics activities to improve or maintain health-related fitness.

[PE.7.M.1.5:](#)

<b>Remarks/Examples:</b>
Some examples of aquatic activities are water aerobics, water polo and survival swimming.

#### Related Access Points

Name	Description
<a href="#">PE.7.M.1.In.e:</a>	Participate in aquatics activities to improve or maintain health-related fitness, such as water aerobics, water polo or survival swimming.
<a href="#">PE.7.M.1.Su.e:</a>	Participate in modified aquatics activities to improve or maintain health-related fitness.
<a href="#">PE.7.M.1.Pa.e:</a>	Participate in guided modified aquatics activities to improve or maintain health-related fitness.

Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.

[PE.7.M.1.6:](#)

<b>Remarks/Examples:</b>
Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.

#### Related Access Points

Name	Description
<a href="#">PE.7.M.1.In.f:</a>	Perform selected critical elements in specialized skills related to sports or outdoor pursuit activities, such as overhand throw for distance/force, bumping a volleyball, steering a canoe, batting or correct stance in archery.
<a href="#">PE.7.M.1.Su.f:</a>	Perform guided critical elements in specialized skills related to sports or outdoor pursuit activities.
<a href="#">PE.7.M.1.Pa.f:</a>	Perform guided skills related to modified sports or outdoor pursuit activities.

[PE.7.M.1.7:](#)

Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.

#### Related Access Points

Name	Description
<a href="#">PE.7.M.1.In.g:</a>	Use selected equipment and appropriate safety procedures for participation in a variety of sports or activities.
<a href="#">PE.7.M.1.Su.g:</a>	Use selected equipment and appropriate safety procedures for participation in a variety of modified sports or activities.
<a href="#">PE.7.M.1.Pa.g:</a>	Use selected equipment and appropriate safety procedures for participation in a variety of guided sports or activities.

Apply technology to evaluate, monitor and improve individual skill performance.

[PE.7.M.1.8:](#)

<b>Remarks/Examples:</b>
Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.

#### Related Access Points

Name	Description
<a href="#">PE.7.M.1.In.h:</a>	Apply technology to develop, monitor and improve individual basic skill performance, such as videotaping.
<a href="#">PE.7.M.1.Su.h:</a>	Apply technology to monitor and improve individual basic skill performance, such as videotaping.
<a href="#">PE.7.M.1.Pa.h:</a>	Apply technology to improve individual skill performance, such as videotaping.

[PE.7.M.1.9:](#)

Demonstrate principles of biomechanics necessary for safe and successful performance.

#### Related Access Points

Name	Description
<a href="#">PE.7.M.1.In.i:</a>	Demonstrate more than one principle of biomechanics necessary for safe and successful performance in a variety of activities.
<a href="#">PE.7.M.1.Su.i:</a>	Demonstrate one principle of biomechanics necessary for safe and successful performance in an activity.
<a href="#">PE.7.M.1.Pa.i:</a>	Perform safe and successful movements in activities.

[PE.7.R.5.1:](#)

Identify situations in which peer pressure could negatively impact one's own behavior choices.

## Related Access Points

Name	Description
<a href="#">PE.7.R.5.In.a:</a>	Recognize situations in which peer pressure could negatively impact one's own behavior choices.
<a href="#">PE.7.R.5.Su.a:</a>	Recognize a situation in which peer pressure could negatively impact one's own behavior choices.
<a href="#">PE.7.R.5.Pa.a:</a>	Associate a situation in which peer pressure could negatively impact behavior with one's own choices.

[PE.7.R.5.2:](#) Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

## Related Access Points

Name	Description
<a href="#">PE.7.R.5.In.b:</a>	Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
<a href="#">PE.7.R.5.Su.b:</a>	Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings.
<a href="#">PE.7.R.5.Pa.b:</a>	Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings.

Demonstrate responsible behaviors during physical activities.

[PE.7.R.5.3:](#) **Remarks/Examples:**  
Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.

## Related Access Points

Name	Description
<a href="#">PE.7.R.5.In.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.7.R.5.Su.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.
<a href="#">PE.7.R.5.Pa.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions.

[PE.7.R.5.4:](#) List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.

## Related Access Points

Name	Description
<a href="#">PE.7.R.5.In.d:</a>	Recognize appropriate personal, social and ethical behaviors that apply to specific physical activities.
<a href="#">PE.7.R.5.Su.d:</a>	Recognize appropriate personal and ethical behaviors that apply to specific physical activities.
<a href="#">PE.7.R.5.Pa.d:</a>	Recognize appropriate personal behavior that applies to selected physical activities.

[PE.7.R.5.5:](#) Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

## Related Access Points

Name	Description
<a href="#">PE.7.R.5.In.e:</a>	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.7.R.5.Su.e:</a>	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.7.R.5.Pa.e:</a>	Use safe behaviors while participating in a variety of physical activities.

[PE.7.R.6.1:](#) Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

## Related Access Points

Name	Description
<a href="#">PE.7.R.6.In.a:</a>	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.7.R.6.Su.a:</a>	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment.
<a href="#">PE.7.R.6.Pa.a:</a>	Recognize an opportunity for participation in a physical activity that occurs outside of the school setting.

Discuss the potential benefits of participation in a variety of physical activities.

[PE.7.R.6.2:](#) **Remarks/Examples:**  
Some examples of potential benefits are physical, mental, emotional and social.

## Related Access Points

Name	Description
<a href="#">PE.7.R.6.In.b:</a>	Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
<a href="#">PE.7.R.6.Su.b:</a>	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
<a href="#">PE.7.R.6.Pa.b:</a>	Associate a selected benefit to the participation in a physical activity, such as a physical, mental, emotional or social benefit.

[PE.7.R.6.3:](#) Participate in games, sports and/or physical activities from other cultures.

## Related Access Points

Name	Description
<a href="#">PE.7.R.6.In.c:</a>	Select games, sports or physical activities from other cultures.
<a href="#">PE.7.R.6.Su.c:</a>	Identify selected games, sports or physical activities from other cultures.
<a href="#">PE.7.R.6.Pa.c:</a>	Recognize selected games, sports or physical activities from other cultures.

Identify basic rules for individual/dual sports.

[PE.8.C.2.1:](#)

<b>Remarks/Examples:</b> Some examples are setting up to start, violating rules and keeping accurate score.
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#### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.a:</a>	Recognize basic rules for individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score.
<a href="#">PE.8.C.2.Su.a:</a>	Recognize basic rules for selected individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score.
<a href="#">PE.8.C.2.Pa.a:</a>	Recognize a basic rule for selected individual/dual sports.

Identify basic rules for alternative/extreme sports activities.

[PE.8.C.2.2:](#)

<b>Remarks/Examples:</b> Some examples are setting up to start, violating rules and keeping accurate score.
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#### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.b:</a>	Recognize basic rules for alternative/extreme sports activities.
<a href="#">PE.8.C.2.Su.b:</a>	Recognize basic safety measures for alternative/extreme sports activities.
<a href="#">PE.8.C.2.Pa.b:</a>	Recognize a basic safety measure for alternative/extreme sports activities.

[PE.8.C.2.3:](#)

Explain basic offensive and defensive strategies in individual/dual sports.

#### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.c:</a>	Describe basic offensive and defensive strategies in individual/dual sports.
<a href="#">PE.8.C.2.Su.c:</a>	Identify basic offensive and defensive strategies in individual/dual sports.
<a href="#">PE.8.C.2.Pa.c:</a>	Recognize basic offensive and defensive tactics in modified individual/dual sports.

[PE.8.C.2.4:](#)

Explain basic offensive and defensive strategies in alternative/extreme sports activities.

#### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.d:</a>	Identify basic offensive and defensive strategies in alternative/extreme sports activities.
<a href="#">PE.8.C.2.Su.d:</a>	Recognize basic offensive and defensive strategies in alternative/extreme sports activities.
<a href="#">PE.8.C.2.Pa.d:</a>	Recognize a basic offensive and defensive strategy in a selected alternative/extreme sports activity.

[PE.8.C.2.5:](#)

Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.

#### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.e:</a>	Provide feedback on skill patterns of self or partner to detect and correct mechanical errors.
<a href="#">PE.8.C.2.Su.e:</a>	Use feedback on skill patterns of both self and partner to correct mechanical errors.
<a href="#">PE.8.C.2.Pa.e:</a>	Use feedback on skill patterns of self to correct mechanical errors.

[PE.8.C.2.6:](#)

Identify the critical elements for successful performance in a variety of sport skills or physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.f:</a>	Recognize the critical elements for successful performance in a variety of sport skills or physical activities.
<a href="#">PE.8.C.2.Su.f:</a>	Recognize selected critical elements for successful performance in a variety of sport skills or physical activities.
<a href="#">PE.8.C.2.Pa.f:</a>	Associate selected critical elements with successful performance of a sport skill and physical activity.

[PE.8.C.2.7:](#)

List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.g:</a>	Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.
<a href="#">PE.8.C.2.Su.g:</a>	Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.
<a href="#">PE.8.C.2.Pa.g:</a>	Recognize a specific safety procedure and equipment necessary for a sport or physical activity.

Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.

[PE.8.C.2.8:](#)

<b>Remarks/Examples:</b>
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Some examples are volleyball and tennis serve and surfing and skate boarding.

### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.h:</a>	Identify movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding.
<a href="#">PE.8.C.2.Su.h:</a>	Recognize movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding.
<a href="#">PE.8.C.2.Pa.h:</a>	Recognize a movement skill and strategy used in physical activities, such as volleyball or tennis serve, surfing and skate boarding.

[PE.8.L.3.1:](#) Participate in moderate physical activity on a daily basis.

### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.a:</a>	Participate in a selected moderate physical activity on a daily basis.
<a href="#">PE.8.L.3.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.8.L.3.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.8.L.3.2:](#) Participate in vigorous physical activity on a daily basis.

### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.b:</a>	Participate in a healthy level of physical activity on a daily basis.
<a href="#">PE.8.L.3.Su.b:</a>	Participate in a healthy level of modified physical activity on a daily basis.
<a href="#">PE.8.L.3.Pa.b:</a>	Participate in healthy level of guided physical activity on a daily basis.

Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.

[PE.8.L.3.3:](#)

#### Remarks/Examples:

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.c:</a>	Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.8.L.3.Su.c:</a>	Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
<a href="#">PE.8.L.3.Pa.c:</a>	Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.

[PE.8.L.3.4:](#) Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.

### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.d:</a>	Recognize the in-school opportunities for participation in individual/dual and alternative/extreme sports.
<a href="#">PE.8.L.3.Su.d:</a>	Recognize selected in-school opportunities for participation in individual/dual and alternative/extreme sports.
<a href="#">PE.8.L.3.Pa.d:</a>	Recognize a school opportunity for participation in individual/dual or alternative/extreme sports.

[PE.8.L.3.5:](#) Identify the community opportunities for participation in individual/dual and alternative/extreme sports.

### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.e:</a>	Recognize community opportunities for participation in individual/dual or alternative/extreme sports.
<a href="#">PE.8.L.3.Su.e:</a>	Recognize selected community opportunities for participation in individual/dual or alternative/extreme sports.
<a href="#">PE.8.L.3.Pa.e:</a>	Recognize a selected community opportunity for participation in individual/dual or alternative/extreme sports.

[PE.8.L.3.6:](#) Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.

### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.f:</a>	Recognize a variety of basic individual/dual and alternative/extreme sports activities that promote effective stress management.
<a href="#">PE.8.L.3.Su.f:</a>	Recognize a variety of selected basic individual/dual and alternative/extreme sports activities that promote effective stress management.
<a href="#">PE.8.L.3.Pa.f:</a>	Recognize a variety of selected modified individual/dual and alternative/extreme sports activities that promote effective stress management.

[PE.8.L.4.1:](#) Create, implement and assess a personal fitness program in collaboration with a teacher.

### Related Access Points

Name	Description
<a href="#">PE.8.L.4.In.a:</a>	Create and implement a personal fitness program in collaboration with a teacher.

<a href="#">PE.8.L.4.Su.a:</a>	Create a personal fitness program in collaboration with a teacher.
<a href="#">PE.8.L.4.Pa.a:</a>	Actively participate in a personal fitness program in collaboration with a teacher.

[PE.8.L.4.2:](#) Develop goals and strategies for a personal physical fitness program.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.b:</a>	Select goals and identify strategies for a personal physical-activity plan.
<a href="#">PE.8.L.4.Su.b:</a>	Select goals and recognize strategies for a personal physical-activity plan.
<a href="#">PE.8.L.4.Pa.b:</a>	Select a goal for a personal physical-activity plan.

[PE.8.L.4.3:](#) Use available technology to assess, design and evaluate a personal physical fitness program.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.c:</a>	Use a variety of resources, including available technology, to design and assess their personal physical-activity plan.
<a href="#">PE.8.L.4.Su.c:</a>	Use a variety of resources, including available technology, to assess a personal activity plan.
<a href="#">PE.8.L.4.Pa.c:</a>	Use resources, including available technology, to recognize the effect of a personal activity plan.

[PE.8.L.4.4:](#) Develop a personal fitness program including a variety of physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.d:</a>	Identify a variety of physical activities in developing a personal fitness program.
<a href="#">PE.8.L.4.Su.d:</a>	Identify a variety of selected physical activities in developing a personal fitness program.
<a href="#">PE.8.L.4.Pa.d:</a>	Recognize a variety of physical activities in developing a personal fitness program.

[PE.8.L.4.5:](#) Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.e:</a>	Recognize health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.8.L.4.Su.e:</a>	Recognize health-related problems associated with low levels of cardiorespiratory endurance, and muscular strength and endurance.
<a href="#">PE.8.L.4.Pa.e:</a>	Recognize a health-related problem associated with low levels of physical activity.

Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

[PE.8.L.4.6:](#) **Remarks/Examples:**  
Some examples of training principles are overload and specificity.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.f:</a>	Identify the training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.
<a href="#">PE.8.L.4.Su.f:</a>	Recognize selected training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.
<a href="#">PE.8.L.4.Pa.f:</a>	Associate selected training principles, such as overload and specificity, with enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.

[PE.8.M.1.1:](#) Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.

**Related Access Points**

Name	Description
<a href="#">PE.8.M.1.In.a:</a>	Demonstrate motor skills for a variety of individual/dual and extreme/alternative sports.
<a href="#">PE.8.M.1.Su.a:</a>	Use basic motor skills for a variety of modified individual/dual and extreme/alternative sports.
<a href="#">PE.8.M.1.Pa.a:</a>	Perform movement skills for a variety of modified individual/dual or extreme/alternative sports.

[PE.8.M.1.2:](#) Demonstrate critical elements when striking with an object or implement.

**Related Access Points**

Name	Description
<a href="#">PE.8.M.1.In.b:</a>	Demonstrate selected critical elements when striking with an object or implement.
<a href="#">PE.8.M.1.Su.b:</a>	Use selected critical elements when striking with a modified object or implement.
<a href="#">PE.8.M.1.Pa.b:</a>	Perform a striking movement with a modified object or implement.

Demonstrate body management for successful participation in a variety of modified games and activities.

[PE.8.M.1.3:](#) **Remarks/Examples:**  
Some examples of body management are balance and agility.

### Related Access Points

Name	Description
<a href="#">PE.8.M.1.In.c:</a>	Demonstrate body management for successful participation in modified games and activities.
<a href="#">PE.8.M.1.Su.c:</a>	Demonstrate body management for successful participation in selected modified games.
<a href="#">PE.8.M.1.Pa.c:</a>	Demonstrate body management for successful participation in a selected modified game or activity.

[PE.8.M.1.4:](#) Apply principles of biomechanics necessary for safe and successful performance.

### Related Access Points

Name	Description
<a href="#">PE.8.M.1.In.d:</a>	Demonstrate principles of biomechanics necessary for safe and successful performance in activities.
<a href="#">PE.8.M.1.Su.d:</a>	Demonstrate at least one principle of biomechanics necessary for safe and successful performance in a variety of activities.
<a href="#">PE.8.M.1.Pa.d:</a>	Demonstrate safe and successful movements in activities.

[PE.8.M.1.5:](#) Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.

### Related Access Points

Name	Description
<a href="#">PE.8.M.1.In.e:</a>	Use appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.8.M.1.Su.e:</a>	Perform actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking.
<a href="#">PE.8.M.1.Pa.e:</a>	Perform selected actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking.

[PE.8.M.1.6:](#) Demonstrate offensive, defensive and transition strategies and tactics.

### Related Access Points

Name	Description
<a href="#">PE.8.M.1.In.f:</a>	Demonstrate offensive and defensive strategies and use guided transition strategies.
<a href="#">PE.8.M.1.Su.f:</a>	Demonstrate modified offensive and defensive strategies and use guided transition strategies.
<a href="#">PE.8.M.1.Pa.f:</a>	Perform modified offensive and defensive movements and guided transition strategies.

[PE.8.M.1.7:](#) Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.

### Related Access Points

Name	Description
<a href="#">PE.8.M.1.In.g:</a>	Demonstrate skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
<a href="#">PE.8.M.1.Su.g:</a>	Demonstrate skill-related components of balance, reaction time, agility, power and speed to enhance performance levels.
<a href="#">PE.8.M.1.Pa.g:</a>	Demonstrate a selected skill-related component of balance, reaction time, agility, power or speed to enhance performance levels.

Apply technology to evaluate, monitor and improve individual motor skills.

[PE.8.M.1.8:](#) **Remarks/Examples:**  
Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.

### Related Access Points

Name	Description
<a href="#">PE.8.M.1.In.h:</a>	Apply technology to develop, monitor and improve individual motor skills.
<a href="#">PE.8.M.1.Su.h:</a>	Apply technology to monitor and improve individual motor skills.
<a href="#">PE.8.M.1.Pa.h:</a>	Apply technology to improve individual movement skills.

[PE.8.M.1.9:](#) Select and utilize appropriate safety equipment.

### Related Access Points

Name	Description
<a href="#">PE.8.M.1.In.i:</a>	Select and utilize basic safety equipment.
<a href="#">PE.8.M.1.Su.i:</a>	Utilize basic safety equipment.
<a href="#">PE.8.M.1.Pa.i:</a>	Utilize selected safety equipment.

[PE.8.R.5.1:](#) List ways to act independently of peer pressure during physical activities.

### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.a:</a>	Identify ways to act independently of peer pressure in selected physical activities.
<a href="#">PE.8.R.5.Su.a:</a>	Recognize ways to act independently of peer pressure in a selected physical activity.
<a href="#">PE.8.R.5.Pa.a:</a>	Recognize appropriate behavior choices for selected situations in school.

[PE.8.R.5.2:](#) Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.b:</a>	Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Su.b:</a>	Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Pa.b:</a>	Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.

Demonstrate sportsmanship during game situations.

[PE.8.R.5.3:](#)

<b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
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### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.8.R.5.Su.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.8.R.5.Pa.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.

Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

[PE.8.R.5.4:](#)

<b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
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### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.d:</a>	Use appropriate personal, social and ethical behaviors while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Su.d:</a>	Use appropriate personal and ethical behaviors while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Pa.d:</a>	Use appropriate personal behaviors while participating in a variety of physical activities.

[PE.8.R.5.5:](#)

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.e:</a>	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Su.e:</a>	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Pa.e:</a>	Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.

[PE.8.R.6.1:](#)

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

### Related Access Points

Name	Description
<a href="#">PE.8.R.6.In.a:</a>	Describe opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.8.R.6.Su.a:</a>	Identify opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.8.R.6.Pa.a:</a>	Recognize opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

[PE.8.R.6.2:](#)

Describe the potential benefits of participation in a variety of physical activities.

<b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.
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### Related Access Points

Name	Description
<a href="#">PE.8.R.6.In.b:</a>	Identify potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
<a href="#">PE.8.R.6.Su.b:</a>	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
<a href="#">PE.8.R.6.Pa.b:</a>	Associate selected benefits with participation in a variety of physical activities, such as physical, mental, emotional and social benefits.

[PE.8.R.6.3:](#)

Compare and contrast games, sports and/or physical activities from other cultures.

### Related Access Points

Name	Description
<a href="#">PE.8.R.6.In.c:</a>	Identify similarities in games, sports or physical activities according to cultures.
<a href="#">PE.8.R.6.Su.c:</a>	Recognize similarities in games, sports or physical activities from other cultures.
<a href="#">PE.8.R.6.Pa.c:</a>	Recognize a game, sport or physical activity that is the same in another other culture.





# Access M/J Comprehensive Science 1 (#7820015)

{ [M/J Comprehensive Science 1 - 2002040](#) }

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<b>Course Number:</b> 7820015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J COMPSCI 1
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 6	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.6.C.1.3:</a>	Identify environmental factors that affect personal health. <b>Remarks/Examples:</b> Air and water quality, availability of sidewalks, contaminated food, and road hazards.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.6.C.1.In.c:</a>	Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food.
<a href="#">HE.6.C.1.Su.c:</a>	Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food.
<a href="#">HE.6.C.1.Pa.c:</a>	Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment.
<a href="#">HE.6.C.1.5:</a>	Explain how body systems are impacted by hereditary factors and infectious agents. <b>Remarks/Examples:</b> Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
<b>Related Access Points</b>	
Name	Description
	Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and

<a href="#">HE.6.C.1.In.e:</a>	inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.
<a href="#">HE.6.C.1.Su.e:</a>	Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.
<a href="#">HE.6.C.1.Pa.e:</a>	Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.6.SL.1.AP.1b:</a>	Review the key ideas expressed within a collaborative discussion.

[LAFS.6.SL.1.2:](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.1.AP.2a:</a>	Explain information learned from various mediums.
<a href="#">LAFS.6.SL.1.AP.2b:</a>	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.6.SL.1.AP.3b:</a>	Summarize the points an author makes.
<a href="#">LAFS.6.SL.1.AP.3c:</a>	Distinguish claims or arguments that are supported by evidence from those that are not.
<a href="#">LAFS.6.SL.1.AP.3d:</a>	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.2.AP.4a:</a>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details

[LAFS.6.SL.2.5:](#)

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

#### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.2.AP.5a:</a>	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.
<a href="#">LAFS.6.SL.2.AP.5b:</a>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

[LAFS.68.RST.1.1:](#)

Cite specific textual evidence to support analysis of science and technical texts.

[LAFS.68.RST.1.2:](#)

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

[LAFS.68.RST.1.3:](#)

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[LAFS.68.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

[LAFS.68.RST.2.5:](#)

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

[LAFS.68.RST.2.6:](#)

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

[LAFS.68.RST.3.8:](#)

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

[LAFS.68.RST.3.9:](#)

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

[LAFS.68.WHST.1.1:](#)

- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.2.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.68.WHST.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.68.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[MAFS.6.EE.3.9:](#)

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.EE.3.AP.9a:</a>	Write an equation using variables to represent two quantities where one variable represents the dependent variable and the second represents the independent variable.
<a href="#">MAFS.6.EE.3.AP.9b:</a>	Write an expression that illustrates the relationship between two variables from a provided table.

[MAFS.6.SP.2.4:](#)

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.SP.2.AP.4a:</a>	Display data on a line plot, such as dot plots, histograms or box plots.

[MAFS.6.SP.2.5:](#)

Summarize numerical data sets in relation to their context, such as by:

- a. Reporting the number of observations.
- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

#### Related Access Points

Name	Description
<a href="#">MAFS.6.SP.2.AP.5a:</a>	Collect real-world data by surveying.
<a href="#">MAFS.6.SP.2.AP.5b:</a>	Plot the data.
<a href="#">MAFS.6.SP.2.AP.5c:</a>	Define the mean, mode, and range of the data.

[SC.6.E.6.1:](#)

Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.

#### Related Access Points

Name	Description
<a href="#">SC.6.E.6.In.1:</a>	Describe how weathering and erosion reshape the Earth's surface.
<a href="#">SC.6.E.6.Su.1:</a>	Recognize that wind and water cause physical weathering and erosion.
<a href="#">SC.6.E.6.Pa.1:</a>	Recognize that water can move soil.

[SC.6.E.6.2:](#)

Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.

#### Related Access Points

Name	Description
<a href="#">SC.6.E.6.In.2:</a>	Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes.
<a href="#">SC.6.E.6.Su.2:</a>	Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes.
<a href="#">SC.6.E.6.Pa.2:</a>	Recognize a landform in Florida, such as a beach (coastline), river, or lake.

[SC.6.E.7.1:](#)

Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.

**Related Access Points**

Name	Description
<a href="#">SC.6.E.7.In.1:</a>	Recognize that heat is a flow of energy that moves through Earth's land, air, and water in different ways, including conduction, convection, and radiation.
<a href="#">SC.6.E.7.Su.1:</a>	Recognize that heat can transfer from the Sun to the water, land, and air. Recognize that heat can transfer from the Sun to the water, land, and air.
<a href="#">SC.6.E.7.Pa.1:</a>	Recognize that the Sun is a source of heat.

[SC.6.E.7.2:](#)

Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
<a href="#">SC.6.E.7.In.2:</a>	Identify components in the water cycle, including evaporation, condensation, precipitation, ground water, and runoff.
<a href="#">SC.6.E.7.Su.2:</a>	Recognize parts of the water cycle such as clouds (condensation), rain (precipitation), and evaporation.
<a href="#">SC.6.E.7.Pa.2:</a>	Recognize that rain comes from clouds.

Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.

[SC.6.E.7.3:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically MAFS.K12.MP.6: Attend to precision and, MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
<a href="#">SC.6.E.7.In.3:</a>	Identify the way elements of weather are measured, including temperature, humidity, wind speed and direction, and precipitation.
<a href="#">SC.6.E.7.Su.3:</a>	Recognize the way temperature and wind speed are measured.
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.

[SC.6.E.7.4:](#)

Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.

**Related Access Points**

Name	Description
<a href="#">SC.6.E.7.In.4:</a>	Recognize that Earth consists of different parts, including air that is over the Earth (atmosphere), water that covers much of the Earth (hydrosphere), and the parts that support all living things on Earth (biosphere).
<a href="#">SC.6.E.7.Su.4:</a>	Recognize where living things are found (biosphere) and where the air is found (atmosphere) on Earth.
<a href="#">SC.6.E.7.Pa.4:</a>	Recognize that air covers Earth (atmosphere).

Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.

[SC.6.E.7.5:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
<a href="#">SC.6.E.7.In.5:</a>	Recognize that there are general patterns of weather that move around Earth, and in North America the patterns typically move from west to east.
<a href="#">SC.6.E.7.Su.5:</a>	Recognize that there are patterns of weather that move.
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.

[SC.6.E.7.6:](#)

Differentiate between weather and climate.

**Related Access Points**

Name	Description
<a href="#">SC.6.E.7.In.6:</a>	Identify climate as the expected weather patterns in a region.
<a href="#">SC.6.E.7.Su.6:</a>	Identify the major characteristics of climate in Florida, including temperature and precipitation.
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.

[SC.6.E.7.7:](#)

Investigate how natural disasters have affected human life in Florida.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.7:</a>	Identify possible effects of hurricanes and other natural disasters on humans in Florida.
<a href="#">SC.6.E.7.Su.7:</a>	Recognize possible effects of severe storms, hurricanes, or other natural disasters in Florida.
<a href="#">SC.6.E.7.Pa.5:</a>	Recognize where to go in severe weather situations or drills at school and at home.

[SC.6.E.7.8:](#) Describe ways human beings protect themselves from hazardous weather and sun exposure.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.8:</a>	Identify ways humans get ready for severe storms and protect themselves from sun exposure.
<a href="#">SC.6.E.7.Su.8:</a>	Recognize ways people prepare for severe storms and protect themselves from sun exposure.
<a href="#">SC.6.E.7.Pa.5:</a>	Recognize where to go in severe weather situations or drills at school and at home.

Describe how the composition and structure of the atmosphere protects life and insulates the planet.

[SC.6.E.7.9:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.9:</a>	Identify that the atmosphere protects Earth from radiation from the Sun and regulates the temperature.
<a href="#">SC.6.E.7.Su.9:</a>	Recognize that the air that surrounds Earth (atmosphere) protects living things from the intense heat of the Sun.
<a href="#">SC.6.E.7.Pa.4:</a>	Recognize that air covers Earth (atmosphere).

Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

[SC.6.L.14.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

Name	Description
<a href="#">SC.6.L.14.In.1:</a>	Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood.
<a href="#">SC.6.L.14.Su.1:</a>	Identify the major internal organs of animals and external structures of plants and their functions.
<a href="#">SC.6.L.14.Pa.1:</a>	Recognize that the human body is made up of various parts.

[SC.6.L.14.2:](#)

Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.

### Related Access Points

Name	Description
<a href="#">SC.6.L.14.In.2:</a>	Identify that the cell is the smallest basic unit of life and most living things are composed of many cells.
<a href="#">SC.6.L.14.Su.2:</a>	Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells.
<a href="#">SC.6.L.14.Pa.1:</a>	Recognize that the human body is made up of various parts.

[SC.6.L.14.3:](#)

Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.

### Related Access Points

Name	Description
<a href="#">SC.6.L.14.In.3:</a>	Identify that cells carry out important functions within an organism, such as using energy from food.
<a href="#">SC.6.L.14.Su.3:</a>	Recognize that animals, including humans, use energy from food.
<a href="#">SC.6.L.14.Pa.2:</a>	Identify basic needs of plants and animals.

[SC.6.L.14.4:](#)

Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

Name	Description
<a href="#">SC.6.L.14.In.4:</a>	Recognize that plant and animal cells have different parts and each part has a function.
<a href="#">SC.6.L.14.Su.2:</a>	Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells.
<a href="#">SC.6.L.14.Pa.2:</a>	Identify basic needs of plants and animals.

[SC.6.L.14.5:](#)

Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

### Related Access Points

Name	Description
<a href="#">SC.6.L.14.In.1:</a>	Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood.
<a href="#">SC.6.L.14.Su.1:</a>	Identify the major internal organs of animals and external structures of plants and their functions.
<a href="#">SC.6.L.14.Pa.3:</a>	Recognize body parts related to basic needs, such as mouth for eating.

Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.

[SC.6.L.14.6:](#)

<b>Remarks/Examples:</b> Integrate <a href="#">HE.6.C.1.8</a> . Explain how body systems are impacted by hereditary factors and infectious agents.
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### Related Access Points

Name	Description
<a href="#">SC.6.L.14.In.5:</a>	Recognize that bacteria and viruses can infect the human body.
<a href="#">SC.6.L.14.Su.4:</a>	Identify ways to prevent infection from bacteria and viruses, such as hand washing.
<a href="#">SC.6.L.14.Pa.4:</a>	Recognize practices that keep the body free from infection, such as hand washing.

[SC.6.L.15.1:](#)

Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.

### Related Access Points

Name	Description
<a href="#">SC.6.L.15.In.1:</a>	Classify animals into major groups, such as insects, fish, reptiles, mammals, and birds.
<a href="#">SC.6.L.15.Su.1:</a>	Sort common animals by their physical characteristics.
<a href="#">SC.6.L.15.Pa.1:</a>	Match animals based on a given shared characteristic.

Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

[SC.6.N.1.1:](#)

<b>Remarks/Examples:</b> Florida Standards Connections: <a href="#">LAFS.68.RST.1.3</a> . Follow precisely a multistep procedure when carrying out <u>experiments</u> , taking measurements, or performing technical tasks.
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### Related Access Points

Name	Description
<a href="#">SC.6.N.1.In.1:</a>	Identify a problem from the sixth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.6.N.1.Su.1:</a>	Recognize a problem from the sixth grade curriculum, use materials to gather information, carry out a simple experiment, and record and share results.
<a href="#">SC.6.N.1.Pa.1:</a>	Recognize a problem related to the sixth grade curriculum, observe and explore objects or activities, and recognize a solution.

[SC.6.N.1.2:](#)

Explain why scientific investigations should be replicable.

### Related Access Points

Name	Description
<a href="#">SC.6.N.1.In.2:</a>	Identify that scientific investigations can be repeated the same way by others.
<a href="#">SC.6.N.1.Su.2:</a>	Recognize that experiments involve procedures that can be repeated the same way by others.
<a href="#">SC.6.N.1.Pa.2:</a>	Recognize that when a common activity is repeated, it has the same result.

Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.

[SC.6.N.1.3:](#)

<b>Remarks/Examples:</b> Explain that an <u>investigation</u> is observing or studying the natural world, without interference or manipulation, and an <u>experiment</u> is an <u>investigation</u> that involves <u>variables</u> (independent/manipulated and dependent/ outcome) and establishes cause-and-effect relationships (Schwartz, 2007).
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### Related Access Points

Name	Description
<a href="#">SC.6.N.1.In.3:</a>	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.
<a href="#">SC.6.N.1.Su.3:</a>	Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.
<a href="#">SC.6.N.1.Pa.3:</a>	Recognize that people conduct activities and share information about science.

[SC.6.N.1.4:](#)

Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

### Related Access Points

Name	Description
<a href="#">SC.6.N.1.In.3:</a>	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.
<a href="#">SC.6.N.1.Su.3:</a>	Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.
<a href="#">SC.6.N.1.Pa.3:</a>	Recognize that people conduct activities and share information about science.

Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.

[SC.6.N.1.5:](#)

**Remarks/Examples:**

Florida Standards Connections: [LAFS.68.RST.3.7](#) [LAFS.68.WHST.1.2](#) and [LAFS.68.WHST.3.9](#).

**Related Access Points**

Name	Description
<a href="#">SC.6.N.1.In.4:</a>	Compare results of observations and experiments of self and others.
<a href="#">SC.6.N.1.Su.4:</a>	Identify information based on observations and experiments of self and others.
<a href="#">SC.6.N.1.Pa.3:</a>	Recognize that people conduct activities and share information about science.

Distinguish science from other activities involving thought.

[SC.6.N.2.1:](#)

**Remarks/Examples:**

Thought refers to any mental or intellectual activity involving an individual's subjective consciousness. Science is a systematic process that pursues, builds and organizes knowledge in the form of testable explanations and predictions about the natural world.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.2.In.1:</a>	Identify familiar topics included in the study of science.
<a href="#">SC.6.N.2.Su.1:</a>	Recognize familiar topics in the study of science.
<a href="#">SC.6.N.2.Pa.1:</a>	Recognize objects and pictures related to science.

[SC.6.N.2.2:](#)

Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.2.In.2:</a>	Identify that scientific knowledge changes with new evidence or new interpretations.
<a href="#">SC.6.N.2.Su.2:</a>	Recognize that scientific knowledge changes when new things are discovered.
<a href="#">SC.6.N.2.Pa.1:</a>	Recognize objects and pictures related to science.

[SC.6.N.2.3:](#)

Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.1.In.3:</a>	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.
<a href="#">SC.6.N.2.Su.3:</a>	Recognize contributions of well-known scientists.
<a href="#">SC.6.N.2.Pa.2:</a>	Recognize a scientist as a person who works with science.

[SC.6.N.3.1:](#)

Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.3.In.1:</a>	Identify that a scientific theory is an explanation of nature supported by evidence.
<a href="#">SC.6.N.3.Su.1:</a>	Recognize that a scientific theory is an explanation of nature.
<a href="#">SC.6.N.3.Pa.1:</a>	Observe and recognize a predictable cause-effect relationship related to a science topic.

[SC.6.N.3.2:](#)

Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.3.In.2:</a>	Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity.
<a href="#">SC.6.N.3.Su.2:</a>	Recognize events that are based on scientific laws, such as the law of gravity.
<a href="#">SC.6.N.3.Pa.1:</a>	Observe and recognize a predictable cause-effect relationship related to a science topic.

[SC.6.N.3.3:](#)

Give several examples of scientific laws.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.3.In.2:</a>	Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity.
<a href="#">SC.6.N.3.Su.2:</a>	Recognize events that are based on scientific laws, such as the law of gravity.
<a href="#">SC.6.N.3.Pa.1:</a>	Observe and recognize a predictable cause-effect relationship related to a science topic.

[SC.6.N.3.4:](#)

Identify the role of models in the context of the sixth grade science benchmarks.

**Remarks/Examples:**

Florida Standards Connections: [MAFS.K12.MP.4](#): [Model](#) with mathematics.

### Related Access Points

Name	Description
<a href="#">SC.6.N.3.In.3:</a>	Identify models used in the context of sixth grade science access points.
<a href="#">SC.6.N.3.Su.3:</a>	Recognize models used in the context of sixth grade science access points.
<a href="#">SC.6.N.3.Pa.2:</a>	Associate a model with an activity used in the context of sixth grade science access points.

[SC.6.P.11.1:](#)

Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

### Related Access Points

Name	Description
<a href="#">SC.6.P.11.In.1:</a>	Identify energy as stored (potential) or expressed in motion (kinetic).
<a href="#">SC.6.P.11.Su.1:</a>	Recognize examples of stored energy, such as in a roller coaster.
<a href="#">SC.6.P.11.Pa.1:</a>	Distinguish between objects in motion (kinetic energy) and at rest.

Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.

[SC.6.P.12.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

### Related Access Points

Name	Description
<a href="#">SC.6.P.12.In.1:</a>	Identify that speed describes the distance and time in which an object is moving, such as miles per hour.
<a href="#">SC.6.P.12.Su.1:</a>	Recognize that speed describes how far an object travels in a given amount of time.
<a href="#">SC.6.P.12.Pa.1:</a>	Recognize that traveling longer distances takes more time, such as going to the cafeteria takes longer than going across the classroom.

[SC.6.P.13.1:](#)

Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.

### Related Access Points

Name	Description
<a href="#">SC.6.P.13.In.1:</a>	Identify examples of gravitational and contact forces, such as falling objects or push and pull.
<a href="#">SC.6.P.13.Su.1:</a>	Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object.
<a href="#">SC.6.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move (contact force).

[SC.6.P.13.2:](#)

Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.

### Related Access Points

Name	Description
<a href="#">SC.6.P.13.In.1:</a>	Identify examples of gravitational and contact forces, such as falling objects or push and pull.
<a href="#">SC.6.P.13.Su.1:</a>	Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object.
<a href="#">SC.6.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move (contact force).
<a href="#">SC.6.P.13.Pa.2:</a>	Recognize that objects fall unless supported by something.

[SC.6.P.13.3:](#)

Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

### Related Access Points

Name	Description
<a href="#">SC.6.P.13.In.2:</a>	Demonstrate and describe how forces can change the speed and direction of objects in motion.
<a href="#">SC.6.P.13.Su.2:</a>	Recognize that force can change the speed and direction of an object in motion.
<a href="#">SC.6.P.13.Pa.3:</a>	Recognize the speed (fast or slow) of a moving object.

There are more than 879 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12888>



# Access M/J Comprehensive Science 2 (#7820016)

{ [M/J Comprehensive Science 2 - 2002070](#) }

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<b>Course Number:</b> 7820016	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J COMPSCI 2
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 7	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.7.C.1.3:</a>	Analyze how environmental factors affect personal health. <b>Remarks/Examples:</b> Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.7.C.1.In.c:</a>	Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash- collection services.
<a href="#">HE.7.C.1.Su.c:</a>	Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash-collection services.
<a href="#">HE.7.C.1.Pa.c:</a>	Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home.
<a href="#">HE.7.C.1.8:</a>	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <b>Remarks/Examples:</b> Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
<b>Related Access Points</b>	

Name	Description
<a href="#">HE.7.C.1.In.h</a> :	Identify health conditions that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, heart disease, and acne.
<a href="#">HE.7.C.1.Su.h</a> :	Recognize common health problems that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, and acne.
<a href="#">HE.7.C.1.Pa.h</a> :	Recognize a common health problem that is passed from parent to child (inherited), such as sickle-cell anemia, diabetes, or acne.

<a href="#">LAFS.68.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts.
<a href="#">LAFS.68.RST.1.2:</a>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RST.1.3:</a>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">LAFS.68.RST.2.5:</a>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<a href="#">LAFS.68.RST.2.6:</a>	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<a href="#">LAFS.68.RST.3.7:</a>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<a href="#">LAFS.68.RST.3.8:</a>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
<a href="#">LAFS.68.RST.3.9:</a>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
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<a href="#">LAFS.68.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
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<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<a href="#">LAFS.7.SL.1.1:</a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
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#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.1a:</a>	Discuss how own view or opinion changes using new information provided by others.
<a href="#">LAFS.7.SL.1.AP.1b:</a>	Describe how the claims within a speaker's argument match own argument.
<a href="#">LAFS.7.SL.1.AP.1c:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

<a href="#">LAFS.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.2a:</a>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.

<a href="#">LAFS.7.SL.1.AP.2b:</a>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
<a href="#">LAFS.7.SL.1.AP.2c:</a>	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.

[LAFS.7.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.7.SL.1.AP.3b:</a>	Evaluate the soundness or accuracy of reasons presented to support a claim.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
<a href="#">LAFS.7.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.7.SL.2.5:](#)

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.2.AP.5a:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[MAFS.7.SP.2.4:](#)

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.SP.2.AP.4a:</a>	Identify the range (difference), median (middle), mean (average), or mode (most frequent) of two sets of data.
<a href="#">MAFS.7.SP.2.AP.4b:</a>	Make or select an appropriate statement based upon two unequal data sets using measure of central tendency and shape of the distribution.

[MAFS.7.SP.3.5:](#)

Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

**Related Access Points**

Name	Description
<a href="#">MAFS.7.SP.3.AP.5a:</a>	Define the probability of related events given a situation of chance.

[SC.7.E.6.1:](#)

Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.

**Related Access Points**

Name	Description
<a href="#">SC.7.E.6.In.1:</a>	Identify that Earth has three layers (crust, mantle, and core) and describe the inside (core) as the hottest layer.
<a href="#">SC.7.E.6.Su.1:</a>	Recognize that the surface of Earth is called the crust.
<a href="#">SC.7.E.6.Pa.1:</a>	Recognize the ground as the outer surface (crust) of Earth.

[SC.7.E.6.2:](#)

Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).

<b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.
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**Related Access Points**

Name	Description
<a href="#">SC.7.E.6.In.2:</a>	Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth's surface.
<a href="#">SC.7.E.6.Su.2:</a>	Recognize that mountains change size and shape over a long period of time.
<a href="#">SC.7.E.6.Pa.2:</a>	Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid.

[SC.7.E.6.3:](#)

Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.

**Related Access Points**

Name	Description
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[SC.7.E.6.In.3:](#) Demonstrate how older rock layers are deposited at the bottom before younger layers (Law of Superposition).

[SC.7.E.6.Su.2:](#) Recognize that mountains change size and shape over a long period of time.

[SC.7.E.6.Pa.3:](#) Recognize that ground on the Earth's surface changes over time.

[SC.7.E.6.4:](#) Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.

#### Related Access Points

Name	Description
<a href="#">SC.7.E.6.In.4:</a>	Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time.
<a href="#">SC.7.E.6.Su.3:</a>	Recognize that fossils are remains or imprints of living things from long ago.
<a href="#">SC.7.E.6.Pa.3:</a>	Recognize that ground on the Earth's surface changes over time.

[SC.7.E.6.5:](#) Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.

#### Related Access Points

Name	Description
<a href="#">SC.7.E.6.In.2:</a>	Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth's surface.
<a href="#">SC.7.E.6.Su.4:</a>	Recognize the effects of earthquakes and volcanoes.
<a href="#">SC.7.E.6.Pa.2:</a>	Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid.

[SC.7.E.6.6:](#) Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.

#### Related Access Points

Name	Description
<a href="#">SC.7.E.6.In.5:</a>	Recognize that humans have had an impact on Earth, such as polluting the air and water and expanding urban areas and road systems.
<a href="#">SC.7.E.6.Su.5:</a>	Recognize that polluting the air and water can harm Earth.
<a href="#">SC.7.E.6.Pa.3:</a>	Recognize that ground on the Earth's surface changes over time.

[SC.7.E.6.7:](#) Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.

#### Related Access Points

Name	Description
<a href="#">SC.7.E.6.In.4:</a>	Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time.
<a href="#">SC.7.E.6.Su.4:</a>	Recognize the effects of earthquakes and volcanoes.
<a href="#">SC.7.E.6.Pa.4:</a>	Distinguish between clean and dirty water.

[SC.7.L.15.1:](#) Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.

#### Related Access Points

Name	Description
<a href="#">SC.7.L.15.In.1:</a>	Recognize that fossils help people learn about living things that lived a very long time ago.
<a href="#">SC.7.L.15.Su.1:</a>	Identify fossils as parts of animals and plants that are no longer alive.
<a href="#">SC.7.L.15.Pa.1:</a>	Recognize that living things can die.

[SC.7.L.15.2:](#) Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

#### Related Access Points

Name	Description
<a href="#">SC.7.L.15.In.2:</a>	Recognize that physical characteristics of living things are adapted to deal with the conditions of the environment, such as skin color or gills on a fish.
<a href="#">SC.7.L.15.Su.2:</a>	Recognize that common plants or animals have special features that enable them to live in their environment, such as a fish has gills so it can live underwater.
<a href="#">SC.7.L.15.Pa.2:</a>	Recognize a personal characteristic, such as hair color, that is different from the parents.

[SC.7.L.15.3:](#) Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.

#### Related Access Points

Name	Description
<a href="#">SC.7.L.15.In.3:</a>	Explain extinction and give examples.
<a href="#">SC.7.L.15.Su.3:</a>	Recognize that some plants and animals no longer exist (are extinct).
<a href="#">SC.7.L.15.Pa.1:</a>	Recognize that living things can die.

Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.

SC.7.L.16.1:

**Remarks/Examples:**

Integrate [HE.7.C.1.4](#). Describe how [heredity](#) can affect personal health.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.16.In.1:</a>	Explain that some characteristics are passed from parent to child (inherited).
<a href="#">SC.7.L.16.Su.1:</a>	Recognize that offspring have similar characteristics to parents.
<a href="#">SC.7.L.16.Pa.1:</a>	Recognize a characteristic passed from parents to self, such as eye color.

SC.7.L.16.2:

Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.16.In.2:</a>	Recognize that it is possible to predict whether a person is likely to inherit a particular trait from parents.
<a href="#">SC.7.L.16.Su.2:</a>	Recognize that animals, including humans, inherit some characteristics from one parent and some from the other.
<a href="#">SC.7.L.16.Pa.1:</a>	Recognize a characteristic passed from parents to self, such as eye color.

SC.7.L.16.3:

Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.16.In.3:</a>	Explain that offspring receive half their genes from each parent in sexual reproduction.
<a href="#">SC.7.L.16.Su.2:</a>	Recognize that animals, including humans, inherit some characteristics from one parent and some from the other.
<a href="#">SC.7.L.16.Pa.2:</a>	Recognize that children are born from two parents.

Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.

SC.7.L.16.4:

**Remarks/Examples:**

Integrate [HE.7.C.1.4](#). Describe how [heredity](#) can affect personal health.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.16.In.4:</a>	Recognize that science processes (biotechnology) have been used to develop new foods and medicines.
<a href="#">SC.7.L.16.Su.3:</a>	Recognize that science (biotechnology) has been used to develop new products for use in daily life.
<a href="#">SC.7.L.16.Pa.3:</a>	Recognize common products, such as medicine, developed through science.

SC.7.L.17.1:

Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.17.In.1:</a>	Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers).
<a href="#">SC.7.L.17.Su.1:</a>	Identify different types of consumers in a food chain, including animals that eat plants, animals that eat other animals, and animals that eat plants and animals.
<a href="#">SC.7.L.17.Pa.1:</a>	Recognize that humans eat vegetables and fruits (plants) and meat (animals).

SC.7.L.17.2:

Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.17.In.2:</a>	Describe how organisms interact with other organisms in an ecosystem to help each other (mutualism), to obtain food (predation), and to benefit at the expense of the other (parasitism).
<a href="#">SC.7.L.17.Su.2:</a>	Recognize how living things affect each other in their habitat (ecosystem).
<a href="#">SC.7.L.17.Pa.2:</a>	Recognize a mutual relationship between people and other living things.

SC.7.L.17.3:

Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.17.In.3:</a>	Recognize that living things compete with each other to get the things they need to live in their local environment.
<a href="#">SC.7.L.17.Su.3:</a>	Identify how a lack of food, water, or shelter affects plants and animals in their habitats.
<a href="#">SC.7.L.17.Pa.3:</a>	Recognize what happens when animals don't get food and water.

Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

SC.7.N.1.1:

**Remarks/Examples:**

Florida Standards Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out [experiments](#), taking measurements,

or performing technical tasks.

### Related Access Points

Name	Description
<a href="#">SC.7.N.1.In.1:</a>	Identify a problem from the seventh grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.7.N.1.Su.1:</a>	Recognize a problem from the seventh grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
<a href="#">SC.7.N.1.Pa.1:</a>	Recognize a problem related to the seventh grade curriculum, observe and explore objects and activities, and recognize a solution.

[SC.7.N.1.2:](#) Differentiate replication (by others) from repetition (multiple trials).

### Related Access Points

Name	Description
<a href="#">SC.7.N.1.In.2:</a>	Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment.
<a href="#">SC.7.N.1.Su.2:</a>	Recognize what is tested in a simple experiment (dependent variable).
<a href="#">SC.7.N.1.Pa.2:</a>	Recognize observable changes in a simple experiment, such as plant growth.

[SC.7.N.1.3:](#) Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

### Related Access Points

Name	Description
<a href="#">SC.7.N.1.In.3:</a>	Identify questions that can be answered by scientific investigation, such as can a plant grow without sunlight?
<a href="#">SC.7.N.1.Su.3:</a>	Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight?
<a href="#">SC.7.N.1.Pa.3:</a>	Associate objects and activities with science.

[SC.7.N.1.4:](#) Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

### Related Access Points

Name	Description
<a href="#">SC.7.N.1.In.2:</a>	Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment.
<a href="#">SC.7.N.1.Su.2:</a>	Recognize what is tested in a simple experiment (dependent variable).
<a href="#">SC.7.N.1.Pa.2:</a>	Recognize observable changes in a simple experiment, such as plant growth.

[SC.7.N.1.5:](#) Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.

### Related Access Points

Name	Description
<a href="#">SC.7.N.1.In.4:</a>	Identify ways that science can be used to study different areas, such as life science, earth and space science, and physical science.
<a href="#">SC.7.N.1.Su.4:</a>	Recognize that science includes different areas, such as life science, earth and space science, and physical science.
<a href="#">SC.7.N.1.Pa.3:</a>	Associate objects and activities with science.

[SC.7.N.1.6:](#) Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

### Related Access Points

Name	Description
<a href="#">SC.7.N.1.In.5:</a>	Identify that scientific knowledge is based on a large body of evidence and observations.
<a href="#">SC.7.N.1.Su.5:</a>	Recognize that scientific knowledge is based on evidence and observations.
<a href="#">SC.7.N.1.Pa.3:</a>	Associate objects and activities with science.

[SC.7.N.1.7:](#) Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

### Related Access Points

Name	Description
<a href="#">SC.7.N.1.In.3:</a>	Identify questions that can be answered by scientific investigation, such as can a plant grow without sunlight?
<a href="#">SC.7.N.1.Su.3:</a>	Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight?
<a href="#">SC.7.N.1.Pa.3:</a>	Associate objects and activities with science.

[SC.7.N.2.1:](#) Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

### Related Access Points

Name	Description
<a href="#">SC.7.N.2.In.1:</a>	Identify an example of a change in scientific knowledge based on new evidence or new interpretations.
<a href="#">SC.7.N.2.Su.1:</a>	Recognize an example of a change in scientific knowledge based on new evidence.
<a href="#">SC.7.N.2.Pa.1:</a>	Recognize information related to science.

[SC.7.N.3.1:](#)

Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.3.In.1:</a>	Identify that scientific theories are explanations and laws describe relationships, and both are supported by evidence.
<a href="#">SC.7.N.3.Su.1:</a>	Recognize that scientific theories and laws are supported by evidence.
<a href="#">SC.7.N.3.Pa.1:</a>	Recognize that people use science to solve problems.

Identify the benefits and limitations of the use of scientific models.

[SC.7.N.3.2:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.4: [Model](#) with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.3.In.2:</a>	Identify a benefit of using a model to explain how things work.
<a href="#">SC.7.N.3.Su.2:</a>	Recognize a benefit of using a model to explain how things work.
<a href="#">SC.7.N.3.Pa.2:</a>	Recognize a model of a common activity.

[SC.7.P.10.1:](#)

Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.10.In.1:</a>	Identify that white (visible) light has many colors, such as when viewed with a prism.
<a href="#">SC.7.P.10.Su.1:</a>	Recognize that white (visible) light contains many colors, such as viewed with a prism or rainbow.
<a href="#">SC.7.P.10.Pa.1:</a>	Recognize primary colors of a rainbow.

[SC.7.P.10.2:](#)

Observe and explain that light can be reflected, refracted, and/or absorbed.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.10.In.2:</a>	Recognize that light can be reflected or absorbed.
<a href="#">SC.7.P.10.Su.2:</a>	Recognize that light can be reflected.
<a href="#">SC.7.P.10.Pa.2:</a>	Recognize reflections of objects.

[SC.7.P.10.3:](#)

Recognize that light waves, sound waves, and other waves move at different speeds in different materials.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.10.In.3:</a>	Identify that light and sound travel in wave patterns.
<a href="#">SC.7.P.10.Su.3:</a>	Recognize that sound and light travel.
<a href="#">SC.7.P.10.Pa.3:</a>	Match light and sound to their sources.

[SC.7.P.11.1:](#)

Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.11.In.1:</a>	Identify that when heat is added or taken away, a temperature change occurs.
<a href="#">SC.7.P.11.Su.1:</a>	Recognize what happens to the temperature when heat is added.
<a href="#">SC.7.P.11.Pa.1:</a>	Recognize that a hot object can make a cold object warm when they touch.

[SC.7.P.11.2:](#)

Investigate and describe the transformation of energy from one form to another.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.11.In.2:</a>	Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity.
<a href="#">SC.7.P.11.Su.2:</a>	Recognize that energy can change forms, such as electricity produces light and heat in a lamp.
<a href="#">SC.7.P.11.Pa.2:</a>	Recognize that electrical devices need energy to work.

[SC.7.P.11.3:](#)

Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.11.In.2:</a>	Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity.
<a href="#">SC.7.P.11.Su.2:</a>	Recognize that energy can change forms, such as electricity produces light and heat in a lamp.
<a href="#">SC.7.P.11.Pa.2:</a>	Recognize that electrical devices need energy to work.

[SC.7.P.11.4:](#)

Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.

### Related Access Points

Name	Description
<a href="#">SC.7.P.11.In.3:</a>	Identify examples of the predictable movement of heat, such as hot air rises and heat transfers from hot to cold objects.
<a href="#">SC.7.P.11.Su.3:</a>	Identify that heat rises.
<a href="#">SC.7.P.11.Pa.1:</a>	Recognize that a hot object can make a cold object warm when they touch.

There are more than 801 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12889>



# Access M/J Comprehensive Science 3 (#7820017)

{ [M/J Comprehensive Science 3 - 2002100](#) }

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<b>Course Number:</b> 7820017	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J COMPSCI 3
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 8	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.RH.4.10:</a>	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
	Write arguments focused on discipline-specific content.
	a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<a href="#">LAFS.68.WHST.1.1:</a>	b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.1.2:](#)

[LAFS.68.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.2.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.68.WHST.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.68.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[LAFS.8.SL.1.1:](#)

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.

[LAFS.8.SL.1.2:](#)

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.

[LAFS.8.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

[LAFS.8.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
<a href="#">LAFS.8.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.8.SL.2.5:](#)

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

#### Related Access Points

Name	Description
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[LAFS.8.SL.2.AP.5a:](#) With guidance and support, determine and include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

[MAFS.8.EE.2.5:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they build on grades 6–7 work with proportions and position themselves for grade 8 work with functions and the equation of a line.

#### Related Access Points

Name	Description
<a href="#">MAFS.8.EE.2.AP.5a:</a>	Define rise/run (slope) for linear equations plotted on a coordinate plane.

Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

[MAFS.8.G.3.9:](#)

**Remarks/Examples:**

**Fluency Expectations or Examples of Culminating Standards**

When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.

#### Related Access Points

Name	Description
<a href="#">MAFS.8.G.3.AP.9a:</a>	Using a calculator, apply the formula to find the volume of three-dimensional shapes (i.e., cubes, spheres and cylinders).

[SC.8.E.5.1:](#)

Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.1:</a>	Compare the distances of the Moon, the Sun, and other stars from the Earth.
<a href="#">SC.8.E.5.Su.1:</a>	Identify the relative positions of the Sun and the Moon from Earth.
<a href="#">SC.8.E.5.Pa.1:</a>	Recognize that the Moon is closer to Earth than the Sun.

[SC.8.E.5.10:](#)

Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.11:</a>	Identify technology used by scientists to locate, view, and study objects in space.
<a href="#">SC.8.E.5.Su.8:</a>	Recognize that scientists use special tools to examine objects in space.
<a href="#">SC.8.E.5.Pa.4:</a>	Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.

[SC.8.E.5.11:](#)

Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.12:</a>	Recognize that technology allows special cameras and satellites to take pictures of objects in space.
<a href="#">SC.8.E.5.Su.8:</a>	Recognize that scientists use special tools to examine objects in space.
<a href="#">SC.8.E.5.Pa.4:</a>	Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.

[SC.8.E.5.12:](#)

Summarize the effects of space exploration on the economy and culture of Florida.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.13:</a>	Identify effects of space research and exploration on Florida's economy.
<a href="#">SC.8.E.5.Su.9:</a>	Identify an effect space exploration has had on Florida's economy.
<a href="#">SC.8.E.5.Pa.4:</a>	Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.

[SC.8.E.5.2:](#)

Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.2:</a>	Identify that the Earth and Sun are a part of the Milky Way galaxy.
<a href="#">SC.8.E.5.Su.2:</a>	Recognize that the Solar System is part of a galaxy.
<a href="#">SC.8.E.5.Pa.1:</a>	Recognize that the Moon is closer to Earth than the Sun.

[SC.8.E.5.3:](#) Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.3:</a>	Identify Earth's position in the Solar System, and its size relative to the Moon and Sun.
<a href="#">SC.8.E.5.Su.3:</a>	Identify that there are planets and moons in the Solar System.
<a href="#">SC.8.E.5.Pa.1:</a>	Recognize that the Moon is closer to Earth than the Sun.

[SC.8.E.5.4:](#) Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.4:</a>	Identify gravity as the force that holds orbiting planets in place in the Solar System.
<a href="#">SC.8.E.5.Su.3:</a>	Identify that there are planets and moons in the Solar System.
<a href="#">SC.8.E.5.Pa.1:</a>	Recognize that the Moon is closer to Earth than the Sun.

[SC.8.E.5.5:](#) Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.5:</a>	Identify differences in physical properties of stars, such as brightness, color, and size.
<a href="#">SC.8.E.5.Su.4:</a>	Recognize that the Sun is the closest star to Earth and appears large and bright.
<a href="#">SC.8.E.5.Pa.2:</a>	Recognize the Sun and stars as objects in space.

Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.

[SC.8.E.5.6:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics and MAFS.K12.MP.7: Look for and make use of structure.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.6:</a>	Describe the Sun as a mass of hot, burning gases that produces very high temperatures.
<a href="#">SC.8.E.5.Su.5:</a>	Recognize that the Sun is made of gases that are on fire.
<a href="#">SC.8.E.5.Pa.2:</a>	Recognize the Sun and stars as objects in space.

[SC.8.E.5.7:](#) Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.7:</a>	Compare conditions on other planets in the Solar System to those on Earth, such as gravity, temperature, and atmosphere.
<a href="#">SC.8.E.5.Su.6:</a>	Recognize that conditions on other planets in the Solar System are different than those on Earth.
<a href="#">SC.8.E.5.Pa.2:</a>	Recognize the Sun and stars as objects in space.

Compare various historical models of the Solar System, including geocentric and heliocentric.

[SC.8.E.5.8:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

#### Related Access Points

Name	Description
<a href="#">SC.8.E.5.In.8:</a>	Identify that long ago people thought the Sun traveled around Earth (geocentric model) until scientists proved otherwise.
<a href="#">SC.8.E.5.Su.3:</a>	Identify that there are planets and moons in the Solar System.
<a href="#">SC.8.E.5.Pa.1:</a>	Recognize that the Moon is closer to Earth than the Sun.

Explain the impact of objects in space on each other including:

[SC.8.E.5.9:](#)

1. the Sun on the Earth including seasons and gravitational attraction
2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.

#### Related Access Points

Name	Description
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<a href="#">SC.8.E.5.In.10:</a>	Recognize that the Moon's revolution around the Earth takes about thirty days.
<a href="#">SC.8.E.5.In.9:</a>	Recognize that the four seasons are related to Earth's position as it travels (revolves) around the Sun.
<a href="#">SC.8.E.5.Su.7:</a>	Recognize that Earth revolves around the Sun creating the four seasons.
<a href="#">SC.8.E.5.Pa.3:</a>	Recognize the four seasons.

[SC.8.L.18.1:](#)

Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.

#### Related Access Points

Name	Description
<a href="#">SC.8.L.18.In.1:</a>	Identify structures in plants that enable them to use the energy from the Sun to make their own food through a process called photosynthesis.
<a href="#">SC.8.L.18.Su.1:</a>	Recognize that plants make their own food through a process called photosynthesis.
<a href="#">SC.8.L.18.Pa.1:</a>	Recognize that plants need water and light to grow.

[SC.8.L.18.2:](#)

Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.

#### Related Access Points

Name	Description
<a href="#">SC.8.L.18.In.2:</a>	Recognize that cells break down food to release energy.
<a href="#">SC.8.L.18.Su.2:</a>	Recognize that plants and animals get energy from food.
<a href="#">SC.8.L.18.Pa.2:</a>	Recognize that food provides energy.

[SC.8.L.18.3:](#)

Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

#### Related Access Points

Name	Description
<a href="#">SC.8.L.18.In.3:</a>	Illustrate a model that shows how carbon is cycled between plants and animals.
<a href="#">SC.8.L.18.Su.3:</a>	Recognize that plants use the carbon dioxide that animals breathe out.
<a href="#">SC.8.L.18.Pa.2:</a>	Recognize that food provides energy.

[SC.8.L.18.4:](#)

Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

#### Related Access Points

Name	Description
<a href="#">SC.8.L.18.In.4:</a>	Identify the flow of energy from the Sun as it is transferred along a food chain.
<a href="#">SC.8.L.18.Su.4:</a>	Recognize that plants get energy from the Sun and that energy is transferred to the animals that eat the plants.
<a href="#">SC.8.L.18.Pa.2:</a>	Recognize that food provides energy.

[SC.8.N.1.1:](#)

Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.1:</a>	Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.8.N.1.Su.1:</a>	Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
<a href="#">SC.8.N.1.Pa.1:</a>	Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.

[SC.8.N.1.2:](#)

Design and conduct a study using repeated trials and replication.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.1:</a>	Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.8.N.1.Su.1:</a>	Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
<a href="#">SC.8.N.1.Pa.1:</a>	Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.

[SC.8.N.1.3:](#)

Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.

#### Related Access Points

Name	Description
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<a href="#">SC.8.N.1.In.1:</a>	Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.8.N.1.Su.1:</a>	Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
<a href="#">SC.8.N.1.Pa.1:</a>	Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.

[SC.8.N.1.4:](#) Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.2:</a>	Identify a possible explanation (hypothesis) for a science problem.
<a href="#">SC.8.N.1.Su.2:</a>	Recognize a possible explanation (hypothesis) for a science problem.
<a href="#">SC.8.N.1.Pa.2:</a>	Recognize science as a way to solve problems about the natural world.

[SC.8.N.1.5:](#) Analyze the methods used to develop a scientific explanation as seen in different fields of science.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.3:</a>	Identify methods used in different areas of science, such as life science, earth and space science, and physical science.
<a href="#">SC.8.N.1.Su.3:</a>	Recognize methods used in different areas of science, such as life science, earth and space science, and physical science.
<a href="#">SC.8.N.1.Pa.2:</a>	Recognize science as a way to solve problems about the natural world.

Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

[SC.8.N.1.6:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.4: [Model](#) with mathematics.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.4:</a>	Identify that the process used in scientific investigations involves asking a research question, forming a hypothesis, reviewing what is already known, collecting evidence through observations or experiments, determining results, and reaching conclusions.
<a href="#">SC.8.N.1.Su.4:</a>	Recognize that the basic process used in scientific investigations involves questioning, observing, and recording and sharing results.
<a href="#">SC.8.N.1.Pa.2:</a>	Recognize science as a way to solve problems about the natural world.

Distinguish between scientific and pseudoscientific ideas.

[SC.8.N.2.1:](#)

**Remarks/Examples:**  
Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).

#### Related Access Points

Name	Description
<a href="#">SC.8.N.2.In.1:</a>	Identify that scientific knowledge must be supported by evidence.
<a href="#">SC.8.N.2.Su.1:</a>	Recognize examples of evidence that supports scientific knowledge.
<a href="#">SC.8.N.2.Pa.1:</a>	Recognize an example of observable evidence related to science.

Discuss what characterizes science and its methods.

[SC.8.N.2.2:](#)

**Remarks/Examples:**  
Science is the systematic, organized inquiry that is derived from [observations](#) and experimentation that can be verified through testing to explain natural phenomena.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.2.In.1:</a>	Identify that scientific knowledge must be supported by evidence.
<a href="#">SC.8.N.2.Su.1:</a>	Recognize examples of evidence that supports scientific knowledge.
<a href="#">SC.8.N.2.Pa.1:</a>	Recognize an example of observable evidence related to science.

Select models useful in relating the results of their own investigations.

[SC.8.N.3.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.4: [Model](#) with mathematics.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.3.In.1:</a>	Identify models used in the context of one's own study of science.
<a href="#">SC.8.N.3.Su.1:</a>	Recognize models used in the context of one's own study of science.
<a href="#">SC.8.N.3.Pa.1:</a>	Associate a model with an activity used in the context of one's own study of science.

[SC.8.N.3.2:](#) Explain why theories may be modified but are rarely discarded.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.3.In.2:</a>	Identify that scientific theories can change.
<a href="#">SC.8.N.3.Su.2:</a>	Recognize that scientific theories can change.
<a href="#">SC.8.N.3.Pa.2:</a>	Observe and recognize a cause-effect relationship related to a science topic.

[SC.8.N.4.1:](#) Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.4.In.1:</a>	Identify ways that science processes can be used to make informed decisions in the community, state, and nation.
<a href="#">SC.8.N.4.Su.1:</a>	Recognize that science processes can be used to help people in the community and state make wise choices.
<a href="#">SC.8.N.4.Pa.1:</a>	Recognize a way science is used in the community.

[SC.8.N.4.2:](#) Explain how political, social, and economic concerns can affect science, and vice versa.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.4.In.1:</a>	Identify ways that science processes can be used to make informed decisions in the community, state, and nation.
<a href="#">SC.8.N.4.Su.1:</a>	Recognize that science processes can be used to help people in the community and state make wise choices.
<a href="#">SC.8.N.4.Pa.1:</a>	Recognize a way science is used in the community.

Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.

#### Remarks/Examples:

Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are comparatively separated and intermolecular attractions have relatively little effect on their respective motions.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

[SC.8.P.8.1:](#)

#### Related Access Points

Name	Description
<a href="#">SC.8.P.8.In.1:</a>	Compare properties of solids, liquids, and gases.
<a href="#">SC.8.P.8.Su.1:</a>	Recognize three states of matter, including solids, liquids, and gases.
<a href="#">SC.8.P.8.Pa.1:</a>	Recognize examples of the gaseous state of matter, such as steam or smoke.

[SC.8.P.8.2:](#) Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.

#### Related Access Points

Name	Description
<a href="#">SC.8.P.8.In.2:</a>	Recognize that the weight of an object is related to the pull of gravity.
<a href="#">SC.8.P.8.Su.2:</a>	Compare the weight of different sized objects.
<a href="#">SC.8.P.8.Pa.2:</a>	Recognize the heavier of two objects.

Explore and describe the densities of various materials through measurement of their masses and volumes.

#### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

[SC.8.P.8.3:](#)

#### Related Access Points

Name	Description
<a href="#">SC.8.P.8.In.3:</a>	Observe and compare the density of various materials.
<a href="#">SC.8.P.8.Su.3:</a>	Recognize that smaller objects can weigh more than bigger objects because of density.
<a href="#">SC.8.P.8.Pa.1:</a>	Recognize examples of the gaseous state of matter, such as steam or smoke.

Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.

[SC.8.P.8.4:](#)

#### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.8.P.8.In.4:</a>	Observe and compare substances based on their physical properties, such as thermal and electrical conductivity, solubility, or magnetic properties.
<a href="#">SC.8.P.8.Su.4:</a>	Observe and compare substances by physical properties, such as weight, size, boiling and melting points, and magnetic properties.
<a href="#">SC.8.P.8.Pa.3:</a>	Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold).

Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.

[SC.8.P.8.5:](#)

**Remarks/Examples:**

Demonstrate with atomic models how atoms can combine in many ways. Explain why there are many, but limited, combinations. Use models to demonstrate the conservation of mass in modeled chemical reactions.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.8.In.5:</a>	Recognize that common elements combine in different ways to make up all living and nonliving things.
<a href="#">SC.8.P.8.Su.5:</a>	Recognize that parts of matter can be separated in tiny particles.
<a href="#">SC.8.P.8.Pa.5:</a>	Separate a mixture into its parts.

[SC.8.P.8.6:](#)

Recognize that elements are grouped in the periodic table according to similarities of their properties.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.8.In.6:</a>	Identify common elements, such as oxygen, iron, and carbon.
<a href="#">SC.8.P.8.Su.6:</a>	Recognize examples of common elements, such as carbon or iron.
<a href="#">SC.8.P.8.Pa.5:</a>	Separate a mixture into its parts.

Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).

[SC.8.P.8.7:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.8.In.7:</a>	Identify that matter is made of small particles called atoms.
<a href="#">SC.8.P.8.Su.5:</a>	Recognize that parts of matter can be separated in tiny particles.
<a href="#">SC.8.P.8.Pa.5:</a>	Separate a mixture into its parts.

[SC.8.P.8.8:](#)

Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.8.In.8:</a>	Identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties.
<a href="#">SC.8.P.8.Su.7:</a>	Recognize common acids, such as vinegar, and bases, such as ammonia, and their hazardous properties.
<a href="#">SC.8.P.8.Pa.4:</a>	Recognize common acids as safe or harmful.

Distinguish among mixtures (including solutions) and pure substances.

[SC.8.P.8.9:](#)

**Remarks/Examples:**

Pure substances include elements and compounds. Mixtures are classified as heterogeneous (mixtures) or homogeneous (solutions). Methods for separating mixtures include: distillation, chromatography, reverse osmosis, diffusion through semi-permeable membranes.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.8.In.2:</a>	Recognize that the weight of an object is related to the pull of gravity.
<a href="#">SC.8.P.8.Su.8:</a>	Recognize examples of pure substances and mixtures.
<a href="#">SC.8.P.8.Pa.5:</a>	Separate a mixture into its parts.

[SC.8.P.9.1:](#)

Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.9.In.1:</a>	Observe and classify changes in matter as physical (reversible) or chemical (irreversible).
<a href="#">SC.8.P.9.Su.1:</a>	Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter.
<a href="#">SC.8.P.9.Pa.1:</a>	Recognize an example of a physical change, such as ice changing to water.
<a href="#">SC.8.P.9.Pa.2:</a>	Recognize that heat influences changes (chemical) in matter, such as cooking.

[SC.8.P.9.2:](#)

Differentiate between physical changes and chemical changes.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.9.In.1:</a>	Observe and classify changes in matter as physical (reversible) or chemical (irreversible).
<a href="#">SC.8.P.9.Su.1:</a>	Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter.

[SC.8.P.9.Pa.1:](#) Recognize an example of a physical change, such as ice changing to water.

[SC.8.P.9.Pa.2:](#) Recognize that heat influences changes (chemical) in matter, such as cooking.

[SC.8.P.9.3:](#) Investigate and describe how temperature influences chemical changes.

#### Related Access Points

Name	Description
<a href="#">SC.8.P.9.In.2:</a>	Observe and identify how temperature influences chemical changes.
<a href="#">SC.8.P.9.Su.2:</a>	Observe and recognize changes caused by heat on substances.
<a href="#">SC.8.P.9.Pa.2:</a>	Recognize that heat influences changes (chemical) in matter, such as cooking.

There are more than 722 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12890>



# Health: 6-8 (#7820020)

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<b>Course Number:</b> 7820020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> HEALTH: 6-8
<b>Keywords:</b> health, access health	
<b>Grade Level(s):</b> 6, 7, 8	<b>Grade Level(s) Version:</b> 6,7,8

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.6.B.3.1:</a>	<p>Examine the validity of health information, and determine the cost of health products, and services.</p> <p><b>Remarks/Examples:</b>            Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.6.B.3.In.a:</a></td> <td>Identify the validity of selected health information for a product and a service, such as an advertisement, Internet, infomercial, article, and flyer.</td> </tr> <tr> <td><a href="#">HE.6.B.3.Su.a:</a></td> <td>Recognize the validity of selected health information for a product or service, such as an advertisement, Internet, infomercial, article, or flyer.</td> </tr> <tr> <td><a href="#">HE.6.B.3.Pa.a:</a></td> <td>Recognize a health-related product or service.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.6.B.3.In.a:</a>	Identify the validity of selected health information for a product and a service, such as an advertisement, Internet, infomercial, article, and flyer.	<a href="#">HE.6.B.3.Su.a:</a>	Recognize the validity of selected health information for a product or service, such as an advertisement, Internet, infomercial, article, or flyer.	<a href="#">HE.6.B.3.Pa.a:</a>	Recognize a health-related product or service.
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<a href="#">HE.6.B.3.Pa.a:</a>	Recognize a health-related product or service.								
<a href="#">HE.6.B.3.3:</a>	<p>Investigate a variety of technologies to gather health information.</p> <p><b>Remarks/Examples:</b>            Thermometer, television, Internet, audio books, and technology tools.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.6.B.3.In.c:</a></td> <td>Use technology to gather health information, such as a computer, thermometer, phone, television, or audio book.</td> </tr> <tr> <td><a href="#">HE.6.B.3.Su.c:</a></td> <td>Use selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book.</td> </tr> <tr> <td><a href="#">HE.6.B.3.Pa.c:</a></td> <td>Use technology to recognize selected health information, such as a computer, television, or audio book.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.6.B.3.In.c:</a>	Use technology to gather health information, such as a computer, thermometer, phone, television, or audio book.	<a href="#">HE.6.B.3.Su.c:</a>	Use selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book.	<a href="#">HE.6.B.3.Pa.c:</a>	Use technology to recognize selected health information, such as a computer, television, or audio book.
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<a href="#">HE.6.B.3.Pa.c:</a>	Use technology to recognize selected health information, such as a computer, television, or audio book.								
<a href="#">HE.6.B.3.4:</a>	<p>Describe situations when professional health services may be required.</p> <p><b>Remarks/Examples:</b></p>								

**Related Access Points**

Name	Description
<a href="#">HE.6.B.3.In.d:</a>	Identify selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
<a href="#">HE.6.B.3.Su.d:</a>	Recognize selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
<a href="#">HE.6.B.3.Pa.d:</a>	Associate a situation with the need for a professional health service, such as for injury or illness.

Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.

[HE.6.B.4.1:](#)

**Remarks/Examples:**  
Role playing, short stories, and open-ended scenarios.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.a:</a>	Determine a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios.
<a href="#">HE.6.B.4.Su.a:</a>	Use a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios.
<a href="#">HE.6.B.4.Pa.a:</a>	Use a communication strategy to express wants, needs, or requests to enhance health.

Practice refusal skills and negotiation skills to reduce health risks.

[HE.6.B.4.2:](#)

**Remarks/Examples:**  
Assertiveness, compromising, and use of "I" messages.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.b:</a>	Apply selected refusal and negotiation skills to reduce personal health risks, such as being assertive, compromising, and using "I" messages.
<a href="#">HE.6.B.4.Su.b:</a>	Demonstrate a refusal or negotiation skill to reduce personal health risks, such as being assertive, compromising, or using "I" messages.
<a href="#">HE.6.B.4.Pa.b:</a>	Use a refusal skill to reduce personal health risks at school, such as being assertive or using "I" messages.

Demonstrate effective conflict-management and/or resolution strategies.

[HE.6.B.4.3:](#)

**Remarks/Examples:**  
Talk to an adult, anger management, and conflict mediation.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.c:</a>	Use selected conflict- management or resolution strategies, such as talking to an adult, managing anger effectively, and using conflict mediators.
<a href="#">HE.6.B.4.Su.c:</a>	Model a nonviolent way to resolve a conflict, such as talking to an adult, managing anger effectively, or using conflict mediators.
<a href="#">HE.6.B.4.Pa.c:</a>	Recognize a nonviolent way to resolve a conflict in the classroom, such as getting help from an adult.

Compile ways to ask for assistance to enhance the health of self and others.

[HE.6.B.4.4:](#)

**Remarks/Examples:**  
Verbalize, write, and ask others for help.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.d:</a>	Identify ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.
<a href="#">HE.6.B.4.Su.d:</a>	Recognize ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.
<a href="#">HE.6.B.4.Pa.d:</a>	Use a communication strategy to express wants, needs, or requests to enhance health.

Investigate health-related situations that require the application of a thoughtful decision-making process.

[HE.6.B.5.1:](#)

**Remarks/Examples:**  
Peer pressure, exposure to unsupervised firearms, and tobacco use.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.5.In.1:</a>	Identify a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.
<a href="#">HE.6.B.5.Su.1:</a>	Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.
<a href="#">HE.6.B.5.Pa.1:</a>	Recognize a health-related situation in which a decision is required, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.

Choose healthy alternatives over unhealthy alternatives when making a decision.

[HE.6.B.5.2:](#)

**Remarks/Examples:**  
Not smoking, limiting sedentary activity, and practicing good character.

#### Related Access Points

Name	Description
<a href="#">HE.6.B.5.In.2:</a>	Determine a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.
<a href="#">HE.6.B.5.Su.2:</a>	Recognize a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.
<a href="#">HE.6.B.5.Pa.2:</a>	Recognize a healthy alternative when making a decision, such as not smoking, limiting sedentary activity, or practicing good character.

Specify the potential outcomes of each option when making a health-related decision.

[HE.6.B.5.3:](#)

**Remarks/Examples:**  
Physical, social, emotional, financial, and legal consequences, and emergency preparedness.

#### Related Access Points

Name	Description
<a href="#">HE.6.B.5.In.3:</a>	Recognize the potential outcomes of each option when making a health-related decision, such as physical, social, emotional, financial, and legal consequences.
<a href="#">HE.6.B.5.Su.3:</a>	Recognize a potential outcome of each option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.
<a href="#">HE.6.B.5.Pa.3:</a>	Recognize a potential outcome of a selected option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.

Distinguish between the need for individual or collaborative decision-making.

[HE.6.B.5.4:](#)

**Remarks/Examples:**  
Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.

#### Related Access Points

Name	Description
<a href="#">HE.6.B.5.In.4:</a>	Recognize the need for individual or collaborative decision making, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.
<a href="#">HE.6.B.5.Su.4:</a>	Recognize the need for individual or collaborative decision making in selected situations, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.
<a href="#">HE.6.B.5.Pa.4:</a>	Recognize the need for individual or collaborative decision making in a selected situation, such as peer pressure to smoke, considering the severity of the situation, and personal skills and abilities.

Predict the potential outcomes of a health-related decision.

[HE.6.B.5.5:](#)

**Remarks/Examples:**  
Prescription drug use/abuse, eating disorders, depression, and sexual behavior.

#### Related Access Points

Name	Description
<a href="#">HE.6.B.5.In.5:</a>	Identify circumstances that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.
<a href="#">HE.6.B.5.Su.5:</a>	Identify a circumstance that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.
<a href="#">HE.6.B.5.Pa.5:</a>	Recognize selected circumstances that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.

Use various methods to measure personal health status.

[HE.6.B.6.1:](#)

**Remarks/Examples:**  
BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.

#### Related Access Points

Name	Description
<a href="#">HE.6.B.6.In.1:</a>	Use selected methods to measure personal health status, such as BMI, surveys, a heart-rate monitor, and a pedometer.
<a href="#">HE.6.B.6.Su.1:</a>	Use a selected method to measure personal health status, such as BMI, surveys, a heart-rate monitor, or a pedometer.
<a href="#">HE.6.B.6.Pa.1:</a>	Use a guided method to identify personal health status, such as BMI, surveys, a heart-rate monitor, or a pedometer.

Develop an individual goal to adopt, maintain, or improve a personal health practice.

[HE.6.B.6.2:](#)

**Remarks/Examples:**  
Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.

#### Related Access Points

Name	Description
<a href="#">HE.6.B.6.In.2:</a>	Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying-prevention skills, or personal hygiene.
<a href="#">HE.6.B.6.Su.2:</a>	Identify an individual goal to adopt, maintain, or improve personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying-prevention skills, or personal hygiene.
<a href="#">HE.6.B.6.Pa.2:</a>	Recognize an individual goal to adopt, maintain, or improve a personal health practice, such as participating in physical activity, having good safety and eating habits, or maintaining good hygiene.

Determine strategies and skills needed to attain a personal health goal.

[HE.6.B.6.3:](#)

<b>Remarks/Examples:</b> Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
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#### Related Access Points

Name	Description
<a href="#">HE.6.B.6.In.3:</a>	Identify strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury-prevention measures.
<a href="#">HE.6.B.6.Su.3:</a>	Recognize strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury-prevention measures.
<a href="#">HE.6.B.6.Pa.3:</a>	Recognize a skill needed to attain a personal health goal, such as tracking activity through journaling and using daily checklists.

Monitor progress toward attaining a personal health goal.

[HE.6.B.6.4:](#)

<b>Remarks/Examples:</b> Checklist, diary, log, computer software, and websites.
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#### Related Access Points

Name	Description
<a href="#">HE.6.B.6.In.4:</a>	Identify progress toward attaining a personal health goal, such as using a checklist, diary, log, computer software, and websites.
<a href="#">HE.6.B.6.Su.4:</a>	Track progress toward attaining a personal health goal, such as using a checklist, diary, log, computer software, or websites.
<a href="#">HE.6.B.6.Pa.4:</a>	Check progress toward a personal health goal, such as following a picture sequence or using a chart.

Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

[HE.6.C.1.2:](#)

<b>Remarks/Examples:</b> Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
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#### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.b:</a>	Identify how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as eating well helps one stay alert in class, getting along with others helps decrease stress, and getting enough sleep helps one have more energy.
<a href="#">HE.6.C.1.Su.b:</a>	Recognize that the dimensions of health are interrelated, such as that physical health impacts emotional health.
<a href="#">HE.6.C.1.Pa.b:</a>	Recognize physical and emotional aspects of health, such as eating habits and expressing feelings.

Identify environmental factors that affect personal health.

[HE.6.C.1.3:](#)

<b>Remarks/Examples:</b> Air and water quality, availability of sidewalks, contaminated food, and road hazards.
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#### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.c:</a>	Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food.
<a href="#">HE.6.C.1.Su.c:</a>	Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food.
<a href="#">HE.6.C.1.Pa.c:</a>	Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment.

Identify health problems and concerns common to adolescents including reproductive development.

[HE.6.C.1.4:](#)

<b>Remarks/Examples:</b> Acne, eating disorders, suicide/depression, and puberty.
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#### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.d:</a>	Recognize health problems and concerns common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty.
<a href="#">HE.6.C.1.Su.d:</a>	Recognize a health problem and concern that is common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, or changes related to puberty.
<a href="#">HE.6.C.1.Pa.d:</a>	Associate a common personal-health problem or issue with adolescents, such as acne or changes related to puberty.

Explain how body systems are impacted by hereditary factors and infectious agents.

[HE.6.C.1.5:](#)

<b>Remarks/Examples:</b> Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.
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### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.e:</a>	Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.
<a href="#">HE.6.C.1.Su.e:</a>	Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.
<a href="#">HE.6.C.1.Pa.e:</a>	Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint.

Examine how appropriate health care can promote personal health.

[HE.6.C.1.6:](#)

**Remarks/Examples:**  
Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.

### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.f:</a>	Recognize that some health conditions are caused by infection, such as strep throat and influenza.
<a href="#">HE.6.C.1.Su.f:</a>	Recognize a health condition that is caused by infection, such as strep throat or influenza.
<a href="#">HE.6.C.1.Pa.f:</a>	Associate a health condition with infection, such as strep throat or influenza.

Recognize how heredity can affect personal health.

[HE.6.C.1.7:](#)

**Remarks/Examples:**  
Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.

### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.g:</a>	Identify how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.
<a href="#">HE.6.C.1.Su.g:</a>	Recognize how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.
<a href="#">HE.6.C.1.Pa.g:</a>	Associate regular health care with personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.

Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

[HE.6.C.1.8:](#)

**Remarks/Examples:**  
Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.

### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.h:</a>	Recognize that certain characteristics are passed from parents to children (heredity), such as physical appearance, gender, and race.
<a href="#">HE.6.C.1.Su.h:</a>	Recognize a characteristic that is passed from parents to children (heredity), such as physical appearance, gender, or race.
<a href="#">HE.6.C.1.Pa.h:</a>	Associate a physical characteristic passed from parents to children, such as hair or eye color.

Examine how family influences the health of adolescents.

[HE.6.C.2.1:](#)

**Remarks/Examples:**  
Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.

### Related Access Points

Name	Description
<a href="#">HE.6.C.2.In.a:</a>	Identify how family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.
<a href="#">HE.6.C.2.Su.a:</a>	Recognize ways that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.
<a href="#">HE.6.C.2.Pa.a:</a>	Recognize a way that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.

Examine how peers influence the health of adolescents.

[HE.6.C.2.2:](#)

**Remarks/Examples:**  
Conflict resolution skills, reproductive-health misinformation, and spreading rumors.

### Related Access Points

Name	Description
<a href="#">HE.6.C.2.In.b:</a>	Identify ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, and spreading rumors.

<a href="#">HE.6.C.2.Su.b:</a>	Recognize ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, and spreading rumors.
<a href="#">HE.6.C.2.Pa.b:</a>	Recognize a way peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, or spreading rumors.

Identify the impact of health information conveyed to students by the school and community.

[HE.6.C.2.3:](#)

<b>Remarks/Examples:</b> First-aid education program, refusal-skills practice, and healthy body composition: BMI.
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**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.c:</a>	Recognize health information conveyed to students by the school and community, such as first-aid education programs, refusal-skills practice, and healthy body composition and body mass index (BMI).
<a href="#">HE.6.C.2.Su.c:</a>	Recognize selected health information conveyed to students by the school and community, such as first-aid education programs, refusal-skills practice, and healthy body composition and body mass index (BMI).
<a href="#">HE.6.C.2.Pa.c:</a>	Recognize one type of health information conveyed to students by the school, such as first-aid education programs, refusal-skills practice, and healthy body composition, and body mass index (BMI).

Investigate school and public health policies that influence health promotion and disease prevention.

[HE.6.C.2.4:](#)

<b>Remarks/Examples:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
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**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.d:</a>	Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, and school-district wellness policies.
<a href="#">HE.6.C.2.Su.d:</a>	Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, or school-district wellness policies.
<a href="#">HE.6.C.2.Pa.d:</a>	Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school-zone speeding laws, or school-district wellness policies.

Examine how media influences peer and community health behaviors.

[HE.6.C.2.5:](#)

<b>Remarks/Examples:</b> Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
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**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.e:</a>	Identify how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials.
<a href="#">HE.6.C.2.Su.e:</a>	Recognize how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials.
<a href="#">HE.6.C.2.Pa.e:</a>	Recognize a way the media can influence peer or community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, or sports beverage commercials.

Propose ways that technology can influence peer and community health behaviors.

[HE.6.C.2.6:](#)

<b>Remarks/Examples:</b> Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
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**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.f:</a>	Identify ways technology can influence peer and community health behaviors, such as the use of Internet social-networking sites, heart-rate monitors, and crosswalk signals.
<a href="#">HE.6.C.2.Su.f:</a>	Identify a way technology can influence peer or community health behaviors, such as Internet social-networking sites, heart-rate monitors, or crosswalk signals.
<a href="#">HE.6.C.2.Pa.f:</a>	Recognize a way that technology can influence peer or community health behaviors, such as Internet social-networking sites, heart-rate monitors, or crosswalk signals.

Investigate cultural changes related to health beliefs and behaviors.

[HE.6.C.2.7:](#)

<b>Remarks/Examples:</b> School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
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**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.g:</a>	Recognize cultural changes related to health beliefs and behaviors, such as the availability of school breakfast programs, fast-food menus, and fitness programs.
<a href="#">HE.6.C.2.Su.g:</a>	Recognize a cultural change related to health beliefs and behaviors, such as the availability of school-breakfast programs, fast-food menus, and fitness programs.
<a href="#">HE.6.C.2.Pa.g:</a>	Recognize a way the behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.

Determine how social norms may impact healthy and unhealthy behavior.

[HE.6.C.2.8:](#)

**Remarks/Examples:**

Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.h:</a>	Recognize how social norms may impact healthy and unhealthy behaviors, such as using inhalants, wearing seat belts, and walking or biking instead of riding in a vehicle to a close location.
<a href="#">HE.6.C.2.Su.h:</a>	Recognize a way social norms may impact healthy and unhealthy behaviors, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.
<a href="#">HE.6.C.2.Pa.h:</a>	Recognize a way a behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.

Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

[HE.6.C.2.9:](#)

**Remarks/Examples:**

Curiosity, interests, fears, likes, and dislikes.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.i:</a>	Identify the influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.
<a href="#">HE.6.C.2.Su.i:</a>	Recognize an influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.
<a href="#">HE.6.C.2.Pa.i:</a>	Associate a personal belief with an individual health practice, such as participating in sports, using over-the-counter drugs, or wearing seat belts.

Explain the importance of assuming responsibility for personal-health behaviors.

[HE.6.P.7.1:](#)

**Remarks/Examples:**

Medical/dental checkups, resisting peer pressure, and healthy relationships.

**Related Access Points**

Name	Description
<a href="#">HE.6.P.7.In.1:</a>	Identify the importance of assuming responsibility for personal- health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships.
<a href="#">HE.6.P.7.Su.1:</a>	Recognize the importance of assuming responsibility for personal-health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships.
<a href="#">HE.6.P.7.Pa.1:</a>	Recognize important personal-health behaviors.

Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

[HE.6.P.7.2:](#)

**Remarks/Examples:**

Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.

**Related Access Points**

Name	Description
<a href="#">HE.6.P.7.In.2:</a>	Describe selected healthy practices and behaviors that will maintain or improve personal health, and reduce health risks such as having good hygiene, having healthy relationships with peers, getting adequate sleep, staying fit, refusing inhalants, and using the internet safely.
<a href="#">HE.6.P.7.Su.2:</a>	Identify a healthy practice and behavior that will maintain or improve personal health and reduce health risks, such as getting adequate sleep, having good hygiene, having healthy peer relationships, staying fit, refusing inhalants, or using the internet safely.
<a href="#">HE.6.P.7.Pa.2:</a>	Recognize a healthy practice or behavior that will maintain or improve personal health, such as good hygiene, healthy peer relationships, or adequate sleep.

Practice how to influence and support others when making positive health choices.

[HE.6.P.8.1:](#)

**Remarks/Examples:**

Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.

**Related Access Points**

Name	Description
<a href="#">HE.6.P.8.In.1:</a>	Practice selected ways to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions.
<a href="#">HE.6.P.8.Su.1:</a>	Practice a way to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions.
<a href="#">HE.6.P.8.Pa.1:</a>	Reinforce a positive health choice of others, such as encouraging others to eat healthy food, participating in physical activity, and practicing universal precautions.

State a health-enhancing position on a topic and support it with accurate information.

[HE.6.P.8.2:](#)

**Remarks/Examples:**

Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.

### Related Access Points

Name	Description
<a href="#">HE.6.P.8.In.2:</a>	Identify reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero- tolerance laws, or drinking laws.
<a href="#">HE.6.P.8.Su.2:</a>	Recognize reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero- tolerance laws, or drinking laws.
<a href="#">HE.6.P.8.Pa.2:</a>	Recognize a selected health-enhancing position, such as tobacco laws, zero-tolerance laws, or drinking laws.

Work cooperatively to advocate for healthy individuals, families, and schools.

[HE.6.P.8.3:](#)

**Remarks/Examples:**  
Media campaigns, posters, skits, and PSAs.

### Related Access Points

Name	Description
<a href="#">HE.6.P.8.In.3:</a>	Work with others to advocate for healthy individuals and schools, such as media campaigns, posters, and skits.
<a href="#">HE.6.P.8.Su.3:</a>	Work with others to promote selected healthy practices for individuals and schools, such as media campaigns, posters, and skits.
<a href="#">HE.6.P.8.Pa.3:</a>	Work with others to promote a healthy practice for individuals and schools, such as media campaigns, posters, and skits.

Identify ways health messages and communication techniques can be targeted for different audiences.

[HE.6.P.8.4:](#)

**Remarks/Examples:**  
Surveys, advertisements, music, and clothing.

### Related Access Points

Name	Description
<a href="#">HE.6.P.8.In.4:</a>	Identify a way a health message or communication technique is altered for different audiences, such as in surveys, advertisements, music, and clothing.
<a href="#">HE.6.P.8.Su.4:</a>	Recognize a way a health message is altered for a selected audience, such as in surveys, advertisements, music, and clothing.
<a href="#">HE.6.P.8.Pa.4:</a>	Recognize a health message for a selected target audience, such as drinking milk for children.

Analyze the validity of health information, products, and services.

[HE.7.B.3.1:](#)

**Remarks/Examples:**  
Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.

### Related Access Points

Name	Description
<a href="#">HE.7.B.3.In.a:</a>	Identify the validity of health information, products, and services, such as advertisements, health-claim articles, personal-care product claims, and tobacco-use information.
<a href="#">HE.7.B.3.Su.a:</a>	Recognize the validity of selected health information, product, and service, such as advertisements, health-claim articles, personal-care product claims, or tobacco-use information.
<a href="#">HE.7.B.3.Pa.a:</a>	Distinguish between a product or service that promotes health and one that does not, such as toothpaste and cigarettes.

Compare a variety of technologies to gather health information.

[HE.7.B.3.3:](#)

**Remarks/Examples:**  
WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.

### Related Access Points

Name	Description
<a href="#">HE.7.B.3.In.c:</a>	Identify two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.
<a href="#">HE.7.B.3.Su.c:</a>	Recognize two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.
<a href="#">HE.7.B.3.Pa.c:</a>	Recognize that there are a variety of technologies that can be used to gather health information such as WebMD and Wikipedia.

Differentiate among professional health services that may be required.

[HE.7.B.3.4:](#)

**Remarks/Examples:**  
Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.

### Related Access Points

Name	Description
<a href="#">HE.7.B.3.In.d:</a>	Identify professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family-physician services, and counseling services.
<a href="#">HE.7.B.3.Su.d:</a>	Recognize professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family-physician services, and counseling services.
<a href="#">HE.7.B.3.Pa.d:</a>	Recognize a professional health service that may be required for a common health need, such as dental cleanings or family-physician services.

Apply effective communication skills when interacting with others to enhance health.

[HE.7.B.4.1:](#)

**Remarks/Examples:**  
Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.4.In.a:</a>	Use selected skills for communicating effectively with family, peers, and others to enhance health, such as using clear and concise words, nonverbal language, discussion, and "I" messages.
<a href="#">HE.7.B.4.Su.a:</a>	Use selected skills for communicating effectively with family and peers to enhance health, such as using clear and concise words, nonverbal language, or "I" messages.
<a href="#">HE.7.B.4.Pa.a:</a>	Use more than one way to communicate personal wants and needs to others to enhance health, such as verbalizing and choosing from options.

Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

[HE.7.B.4.2:](#)

**Remarks/Examples:**  
Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.4.In.b:</a>	Use selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.
<a href="#">HE.7.B.4.Su.b:</a>	Identify selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.
<a href="#">HE.7.B.4.Pa.b:</a>	Recognize a refusal, a negotiation, and a collaboration skill that enhances health or reduces health risk in the classroom, such as using direct statements, working together, or compromising.

Articulate the possible causes of conflict among youth in schools and communities.

[HE.7.B.4.3:](#)

**Remarks/Examples:**  
Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.4.In.c:</a>	Identify possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.
<a href="#">HE.7.B.4.Su.c:</a>	Recognize possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.
<a href="#">HE.7.B.4.Pa.c:</a>	Recognize a possible cause of conflict among youth in schools, such as ethnic prejudice, and diversity or substance use.

Demonstrate how to ask for assistance to enhance the health of self and others.

[HE.7.B.4.4:](#)

**Remarks/Examples:**  
"I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.4.In.d:</a>	Model common ways to ask for assistance to enhance personal health of self and others, such as using "I" messages, asking on behalf of a friend, and making a written request.
<a href="#">HE.7.B.4.Su.d:</a>	Model a positive way to ask for assistance to enhance personal health of self and others, such as using "I" messages, asking on behalf of a friend, or making a written request.
<a href="#">HE.7.B.4.Pa.d:</a>	Recognize a positive way to ask for assistance to enhance health of self and others, such as using "I" messages, or asking on behalf of a friend.

Predict when health-related situations require the application of a thoughtful decision-making process.

[HE.7.B.5.1:](#)

**Remarks/Examples:**  
Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.5.In.1:</a>	Identify health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.
<a href="#">HE.7.B.5.Su.1:</a>	Recognize health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.
<a href="#">HE.7.B.5.Pa.1:</a>	Recognize selected health-related situations in which a decision is required, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.

Select healthy alternatives over unhealthy alternatives when making a decision.

[HE.7.B.5.2:](#)

**Remarks/Examples:**  
Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.5.In.2:</a>	Choose a healthy alternative over an unhealthy alternative when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer and Internet.
<a href="#">HE.7.B.5.Su.2:</a>	Determine a healthy alternative over an unhealthy alternative when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer, and Internet.
<a href="#">HE.7.B.5.Pa.2:</a>	Recognize healthy alternatives when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer and Internet.

Determine when individual or collaborative decision-making is appropriate.

[HE.7.B.5.4:](#)

<b>Remarks/Examples:</b> Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
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**Related Access Points**

Name	Description
<a href="#">HE.7.B.5.In.d:</a>	Identify when individual or collaborative decision-making is appropriate, such as over-the-counter drug use, harassment, and gang involvement.
<a href="#">HE.7.B.5.Su.d:</a>	Identify when individual or collaborative decision-making is required in selected health-related situations, such as over-the-counter drug use, harassment, and gang involvement.
<a href="#">HE.7.B.5.Pa.d:</a>	Recognize the need for individual or collaborative decision making in selected situations, such as over-the-counter drug use, harassment, and gang involvement.

Predict the short and long-term consequences of engaging in health-risk behaviors.

[HE.7.B.5.5:](#)

<b>Remarks/Examples:</b> Driving under the influence, lack of exercise, and poor diet.
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**Related Access Points**

Name	Description
<a href="#">HE.7.B.5.In.e:</a>	Identify similarities in circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.
<a href="#">HE.7.B.5.Su.e:</a>	Identify selected circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.
<a href="#">HE.7.B.5.Pa.e:</a>	Recognize circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.

Analyze personal beliefs as they relate to health practices.

[HE.7.B.6.1:](#)

<b>Remarks/Examples:</b> Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
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**Related Access Points**

Name	Description
<a href="#">HE.7.B.6.In.1:</a>	Identify personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and website security.
<a href="#">HE.7.B.6.Su.1:</a>	Recognize personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and website security.
<a href="#">HE.7.B.6.Pa.1:</a>	Recognize a personal belief as it relates to a health practice, such as weight management through physical activity, disease prevention through hand washing, and possible avoidance of physical activities resulting from fear of participation.

Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.

[HE.7.B.6.2:](#)

<b>Remarks/Examples:</b> Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
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**Related Access Points**

Name	Description
<a href="#">HE.7.B.6.In.2:</a>	Use selected procedures to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.
<a href="#">HE.7.B.6.Su.2:</a>	Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.
<a href="#">HE.7.B.6.Pa.2:</a>	Identify an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.

Explain strategies and skills needed to assess progress and maintenance of a personal health goal.

[HE.7.B.6.3:](#)

<b>Remarks/Examples:</b> Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.
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**Related Access Points**

Name	Description
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<a href="#">HE.7.B.6.In.3:</a>	Describe selected strategies and skills needed to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; and participating in support groups.
<a href="#">HE.7.B.6.Su.3:</a>	Identify a strategy or skill to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; or participating in support groups.
<a href="#">HE.7.B.6.Pa.3:</a>	Recognize a strategy needed to attain/maintain a personal health goal, such as using calorie counters or pedometers, and participating in support groups.

Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.

[HE.7.C.1.1:](#)

<b>Remarks/Examples:</b>
Teen pregnancy, caloric balance, time management, and conflict resolution.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.a:</a>	Identify the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.
<a href="#">HE.7.C.1.Su.a:</a>	Recognize the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.
<a href="#">HE.7.C.1.Pa.a:</a>	Recognize an effect of a healthy or unhealthy behavior on personal health—including reproductive health—such as choosing healthy foods or fast foods, getting along with others or having conflicts, and appropriate physical contact.

Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

[HE.7.C.1.2:](#)

<b>Remarks/Examples:</b>
Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.b:</a>	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).
<a href="#">HE.7.C.1.Su.b:</a>	Identify how one dimension of health relates to another dimension of health, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).
<a href="#">HE.7.C.1.Pa.b:</a>	Recognize the effect of emotional health on physical health, such as emotional stress causing physical illness.

Analyze how environmental factors affect personal health.

[HE.7.C.1.3:](#)

<b>Remarks/Examples:</b>
Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.c:</a>	Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash- collection services.
<a href="#">HE.7.C.1.Su.c:</a>	Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash-collection services.
<a href="#">HE.7.C.1.Pa.c:</a>	Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home.

Describe ways to reduce or prevent injuries and adolescent health problems.

[HE.7.C.1.4:](#)

<b>Remarks/Examples:</b>
Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.d:</a>	Identify ways to reduce or prevent injuries and other adolescent-health problems, such as wearing a helmet when biking or skateboarding, wearing a seat belt, following pedestrian-safety laws, and avoiding handling of firearms.
<a href="#">HE.7.C.1.Su.d:</a>	Recognize ways to reduce or prevent injuries and other adolescent-health problems, such as wearing a helmet and a seat belt, following pedestrian safety laws, and avoiding handling firearms.
<a href="#">HE.7.C.1.Pa.d:</a>	Recognize a way to prevent injuries and adolescent-health problems, such as wearing a helmet or a seat belt, following pedestrian safety rules, or avoiding handling firearms.

Classify infectious agents and their modes of transmission to the human body.

[HE.7.C.1.5:](#)

<b>Remarks/Examples:</b>
HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.e:</a>	Describe likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, and injury or death from

unsupervised handling of firearms.

Identify a likely injury or illness resulting from engaging in common, unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms.

Recognize a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms.

Explain how appropriate health care can promote personal health.

[HE.7.C.1.6:](#)

**Remarks/Examples:**

Registered dietitian to plan healthy meals, asthma action plan, and immunization.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.f:</a>	Identify that bacteria and viruses can be transmitted from one person to another and cause illness, such as the human immunodeficiency virus and staphylococcus infection.
<a href="#">HE.7.C.1.Su.f:</a>	Recognize infectious diseases that can be spread from one person to another, such as the human immunodeficiency virus or staphylococcus infection.
<a href="#">HE.7.C.1.Pa.f:</a>	Recognize infectious diseases that can be spread from one person to another, such as the human immunodeficiency virus or staphylococcus infection.

Describe how heredity can affect personal health.

[HE.7.C.1.7:](#)

**Remarks/Examples:**

Sickle-cell anemia, diabetes, and acne.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.g:</a>	Identify how appropriate healthcare services can promote personal health, such as receiving immunizations prior to entering seventh grade and developing an action plan for asthma.
<a href="#">HE.7.C.1.Su.g:</a>	Recognize how appropriate healthcare services can promote personal health, such as receiving immunizations prior to entering seventh grade and using an action plan for asthma.
<a href="#">HE.7.C.1.Pa.g:</a>	Recognize a common healthcare service, such as receiving immunizations prior to entering seventh grade or using an action plan for asthma.

Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

[HE.7.C.1.8:](#)

**Remarks/Examples:**

Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.1.In.h:</a>	Identify health conditions that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, heart disease, and acne.
<a href="#">HE.7.C.1.Su.h:</a>	Recognize common health problems that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, and acne.
<a href="#">HE.7.C.1.Pa.h:</a>	Recognize a common health problem that is passed from parent to child (inherited), such as sickle-cell anemia, diabetes, or acne.

Examine how family health behaviors influence health of adolescents.

[HE.7.C.2.1:](#)

**Remarks/Examples:**

Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.a:</a>	Identify how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.
<a href="#">HE.7.C.2.Su.a:</a>	Recognize how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.
<a href="#">HE.7.C.2.Pa.a:</a>	Recognize a way that a family health behavior influences the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.

Examine how peers may influence the health behaviors of adolescents.

[HE.7.C.2.2:](#)

**Remarks/Examples:**

Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.b:</a>	Describe ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.
<a href="#">HE.7.C.2.Su.b:</a>	Identify ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.

[HE.7.C.2.Pa.b:](#) Recognize selected ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.

Examine how the school and community may influence the health behaviors of adolescents.

[HE.7.C.2.3:](#)

**Remarks/Examples:**

Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.c:</a>	Identify ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.
<a href="#">HE.7.C.2.Su.c:</a>	Recognize selected ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.
<a href="#">HE.7.C.2.Pa.c:</a>	Recognize a way the school or community may influence the health behaviors of adolescents, such as having fire and tornado drills or providing healthy foods in vending machines.

Analyze how messages from media influence health behaviors.

[HE.7.C.2.5:](#)

**Remarks/Examples:**

Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.e:</a>	Identify how messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.
<a href="#">HE.7.C.2.Su.e:</a>	Identify ways messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.
<a href="#">HE.7.C.2.Pa.e:</a>	Recognize a way a selected media message may influence health behavior, such as using sports figures to promote fast food, using provocative images in film and print advertisements, or portraying smoking as appealing.

Evaluate the influence of technology in locating valid health information.

[HE.7.C.2.6:](#)

**Remarks/Examples:**

Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.f:</a>	Identify the influence of technology in locating valid health information, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.
<a href="#">HE.7.C.2.Su.f:</a>	Recognize the influence of technology in locating valid health information, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.
<a href="#">HE.7.C.2.Pa.f:</a>	Recognize that technology can provide accurate health information for people, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.

Determine how cultural changes related to health beliefs and behaviors impact personal health.

[HE.7.C.2.7:](#)

**Remarks/Examples:**

Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell-phone use; and timeliness of emergency response.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.g:</a>	Identify ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant-feeding practices, prevalence of diabetes, cell-phone use, and the timeliness of emergency response.
<a href="#">HE.7.C.2.Su.g:</a>	Recognize ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant-feeding practices, prevalence of diabetes, cell-phone use, and the timeliness of emergency response.
<a href="#">HE.7.C.2.Pa.g:</a>	Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.

Evaluate how changes in social norms impact healthy and unhealthy behavior.

[HE.7.C.2.8:](#)

**Remarks/Examples:**

Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.h:</a>	Identify how changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.
<a href="#">HE.7.C.2.Su.h:</a>	Recognize ways that changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.
<a href="#">HE.7.C.2.Pa.h:</a>	Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.

Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

[HE.7.C.2.9:](#)

**Remarks/Examples:**

Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.1:</a>	Recognize how personal values, attitudes, and beliefs influence individual health practices and behaviors.
<a href="#">HE.7.C.2.Su.1:</a>	Recognize how a personal value, attitudes, or belief influences an individual health practice or behavior.
<a href="#">HE.7.C.2.Pa.1:</a>	Recognize how likes and dislikes influence choice-making.

Examine the importance of assuming responsibility for personal-health behaviors.

[HE.7.P.7.1:](#)

**Remarks/Examples:**

Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.

**Related Access Points**

Name	Description
<a href="#">HE.7.P.7.In.1:</a>	Describe the importance of assuming responsibility for personal-health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively.
<a href="#">HE.7.P.7.Su.1:</a>	Identify the importance of assuming personal responsibility for personal-health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively.
<a href="#">HE.7.P.7.Pa.1:</a>	Recognize that it is important to have good personal-health habits.

Experiment with behaviors that will maintain or improve personal health and reduce health risks.

[HE.7.P.7.2:](#)

**Remarks/Examples:**

Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.

**Related Access Points**

Name	Description
<a href="#">HE.7.P.7.In.2:</a>	Demonstrate healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as healthy relationship skills, peer- pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, and practicing sexual abstinence.
<a href="#">HE.7.P.7.Su.2:</a>	Demonstrate a healthy practice and behavior that will maintain or improve personal health of self and reduce health risks, such as healthy relationship skills, peer- pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, or practicing sexual abstinence.
<a href="#">HE.7.P.7.Pa.2:</a>	Perform a healthy practice or behavior that will maintain or improve health of self, such as healthy relationship skills, peer- pressure refusal skills, or problem-solving skills.

Utilize the influence of others to promote positive health choices.

[HE.7.P.8.1:](#)

**Remarks/Examples:**

Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.

**Related Access Points**

Name	Description
<a href="#">HE.7.P.8.In.1:</a>	Solicit suggestions and support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
<a href="#">HE.7.P.8.Su.1:</a>	Follow positive suggestions and accept support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise, consumer purchases.
<a href="#">HE.7.P.8.Pa.1:</a>	Follow directions and accept support from others to promote a positive health choice in a selected situation, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.

Articulate a position on a health-related issue and support it with accurate health information.

[HE.7.P.8.2:](#)

**Remarks/Examples:**

Bullying prevention, Internet safety, and nutritional choices.

**Related Access Points**

Name	Description
<a href="#">HE.7.P.8.In.2:</a>	Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.
<a href="#">HE.7.P.8.Su.2:</a>	Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.
<a href="#">HE.7.P.8.Pa.2:</a>	Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.

Work cooperatively to advocate for healthy individuals, peers, and families.

[HE.7.P.8.3:](#)

**Remarks/Examples:**

Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.

### Related Access Points

Name	Description
<a href="#">HE.7.P.8.In.3:</a>	Work with others to advocate for healthy individuals and peers, such as assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks
<a href="#">HE.7.P.8.Su.3:</a>	Work with others to advocate for healthy individuals and peers in selected situations, such as assisting with needs assessments, writing advocacy letters, or volunteering at information kiosks.
<a href="#">HE.7.P.8.Pa.3:</a>	Work with others to promote a selected healthy practice for individuals or peers, such as assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks.

Analyze ways health messages can target different audiences.

[HE.7.P.8.4:](#)

<b>Remarks/Examples:</b> Print media, broadcast media, billboards, and Internet resources.
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### Related Access Points

Name	Description
<a href="#">HE.7.P.8.In.4:</a>	Identify ways health messages or communication techniques are targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards.
<a href="#">HE.7.P.8.Su.4:</a>	Recognize ways a health message or communication technique is targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards.
<a href="#">HE.7.P.8.Pa.4:</a>	Recognize a communication technique for a selected audience, such as popular music in a message in broadcast media for teenagers.

Analyze valid and reliable health services and the cost of products.

[HE.8.B.3.1:](#)

<b>Remarks/Examples:</b> Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.
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### Related Access Points

Name	Description
<a href="#">HE.8.B.3.In.a:</a>	Identify the validity and reliability of health services and determine differences in the cost of similar health services to assess value, such as current research and news/standard practice, prescriptions – generic vs. store brand/name brand.
<a href="#">HE.8.B.3.Su.a:</a>	Recognize the validity and reliability of a selected health service and compare cost of selected similar health services to assess value, such as current research and news/standard practice, and prescriptions, generic vs. store brand/name brand.
<a href="#">HE.8.B.3.Pa.a:</a>	Recognize selected factors regarding health services such as eligibility for services or purchase, parental authorization, and affordability.

Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.

[HE.8.B.3.2:](#)

<b>Remarks/Examples:</b> Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.
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### Related Access Points

Name	Description
<a href="#">HE.8.B.3.In.b:</a>	Examine the accessibility of products and services that enhance health, such as the health department, community agencies, and availability of prescribed and over-the-counter medications.
<a href="#">HE.8.B.3.Su.b:</a>	Identify valid health information from home, school, and community, such as information from media sources, local organizations, and school news.
<a href="#">HE.8.B.3.Pa.b:</a>	Recognize information, products, and services that promote health, such as advertisements, articles, infomercials, and web-based messages.

Recommend a variety of technologies to gather health information.

[HE.8.B.3.3:](#)

<b>Remarks/Examples:</b> Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
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### Related Access Points

Name	Description
<a href="#">HE.8.B.3.In.c:</a>	Identify selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.
<a href="#">HE.8.B.3.Su.c:</a>	Recognize selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.
<a href="#">HE.8.B.3.Pa.c:</a>	Recognize a selected technology resource that provides accurate information, such as a glucose monitor.

Determine situations when specific professional health services or providers may be required.

[HE.8.B.3.4:](#)

<b>Remarks/Examples:</b> Head injuries, infections, depression, and abuse.
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### Related Access Points

Name	Description
<a href="#">HE.8.B.3.In.d:</a>	Describe situations when specific professional health services or providers may be required, such as head injuries, infections, and depression.
<a href="#">HE.8.B.3.Su.d:</a>	Identify situations when specific professional health services or providers may be required, such as head injuries, infections, and depression.

[HE.8.B.3.Pa.d.](#) Recognize selected health situations when specific professional health services may be required, such as illness, toothache, or depression.

Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

[HE.8.B.4.1.](#)

**Remarks/Examples:**

Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.4.In.a.</a>	Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.
<a href="#">HE.8.B.4.Su.a.</a>	Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.
<a href="#">HE.8.B.4.Pa.a.</a>	Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions.

Examine the possible causes of conflict among youth in schools and communities.

[HE.8.B.4.3.](#)

**Remarks/Examples:**

Relationships, territory, jealousy, and gossip/rumors.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.4.In.c.</a>	Describe possible causes of conflict among youth in schools and communities, such as relationships, territory, and jealousy.
<a href="#">HE.8.B.4.Su.c.</a>	Identify a possible cause of conflict among youth in schools and communities, such as relationships, territory, or jealousy.
<a href="#">HE.8.B.4.Pa.c.</a>	Recognize a possible cause of conflict among youth in schools or communities, such as relationships, territory, or jealousy.

Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

[HE.8.B.4.4.](#)

**Remarks/Examples:**

Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.4.In.d.</a>	Describe ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, and listening actively.
<a href="#">HE.8.B.4.Su.d.</a>	Choose an effective way to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.
<a href="#">HE.8.B.4.Pa.d.</a>	Recognize positive ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.

Determine when health-related situations require the application of a thoughtful prepared plan of action.

[HE.8.B.5.1.](#)

**Remarks/Examples:**

Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.5.In.1.</a>	Describe health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.
<a href="#">HE.8.B.5.Su.1.</a>	Identify health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.
<a href="#">HE.8.B.5.Pa.1.</a>	Recognize a health-related situation that requires a prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.

Categorize healthy and unhealthy alternatives to health-related issues or problems.

[HE.8.B.5.2.](#)

**Remarks/Examples:**

(Alcohol consumption, sleep requirements, physical activity, and time management.)

**Related Access Points**

Name	Description
<a href="#">HE.8.B.5.In.2.</a>	Describe differences between healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.
<a href="#">HE.8.B.5.Su.2.</a>	Identify healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.
<a href="#">HE.8.B.5.Pa.2.</a>	Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.

Compile the potential outcomes of each option when making a health-related decision.

[HE.8.B.5.3.](#)

**Remarks/Examples:**

Consequences: injury, addiction, and legal, social, sexual, and financial.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.5.In.3:</a>	Describe potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.
<a href="#">HE.8.B.5.Su.3:</a>	Identify the potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.
<a href="#">HE.8.B.5.Pa.3:</a>	Recognize a potential outcome of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, or financial consequences.

Distinguish when individual or collaborative decision-making is appropriate.

[HE.8.B.5.4:](#)

**Remarks/Examples:**  
Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.5.In.4:</a>	Discriminate between the need for individual or collaborative decision making, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.
<a href="#">HE.8.B.5.Su.4:</a>	Discriminate between the need for individual or collaborative decision making in selected situations, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.
<a href="#">HE.8.B.5.Pa.4:</a>	Identify the need for individual or collaborative decision making in a selected situation, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.

Evaluate the outcomes of a health-related decision.

[HE.8.B.5.5:](#)

**Remarks/Examples:**  
Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.5.In.5:</a>	Describe circumstances that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental-health condition.
<a href="#">HE.8.B.5.Su.5:</a>	Identify circumstances that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental-health condition.
<a href="#">HE.8.B.5.Pa.5:</a>	Identify a selected circumstance that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental- health condition.

Assess personal health practices.

[HE.8.B.6.1:](#)

**Remarks/Examples:**  
Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.6.In.1:</a>	Examine personal health practices, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
<a href="#">HE.8.B.6.Su.1:</a>	Determine if personal health practices are helpful or harmful to health, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
<a href="#">HE.8.B.6.Pa.1:</a>	Recognize if a personal health practice is helpful or harmful, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.

Design an individual goal to adopt, maintain, or improve a personal health practice.

[HE.8.B.6.2:](#)

**Remarks/Examples:**  
Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.

**Related Access Points**

Name	Description
<a href="#">HE.8.B.6.In.2:</a>	Use selected strategies to develop an individual health goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.
<a href="#">HE.8.B.6.Su.2:</a>	Follow a selected procedure to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.
<a href="#">HE.8.B.6.Pa.2:</a>	Select an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.

Apply strategies and skills needed to attain a personal health goal.

[HE.8.B.6.3:](#)

**Remarks/Examples:**  
Physical activity, nutrition modification, and anger management.

**Related Access Points**

Name	Description
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<a href="#">HE.8.B.6.In.3:</a>	Use selected strategies and skills needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.
<a href="#">HE.8.B.6.Su.3:</a>	Use a strategy and a skill needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.
<a href="#">HE.8.B.6.Pa.3:</a>	Use a selected strategy or skill for attaining a personal health goal, such as increased physical activity, nutrition modification, and anger management.

Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

[HE.8.B.6.4:](#)

<b>Remarks/Examples:</b>
Weight reduction, cost of healthier food, availability of exercise equipment, and general health.

#### Related Access Points

Name	Description
<a href="#">HE.8.B.6.In.4:</a>	Identify ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual.
<a href="#">HE.8.B.6.Su.4:</a>	Recognize ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual.
<a href="#">HE.8.B.6.Pa.4:</a>	Recognize a way that personal health goals can vary based on a personal need, such as weight reduction, availability of exercise equipment, and the general health of the individual.

Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

[HE.8.C.1.2:](#)

<b>Remarks/Examples:</b>
Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.

#### Related Access Points

Name	Description
<a href="#">HE.8.C.1.In.b:</a>	Describe the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as physical and social dimensions—hygiene and social relationships; intellectual, social, and physical dimensions—sexual abstinence and avoidance of disease and pregnancy; and intellectual and social dimensions—peer refusals in risky situations and social relationships.
<a href="#">HE.8.C.1.Su.b:</a>	Identify that healthy behaviors can impact multiple dimensions of health (physical, emotional, and social), such as physical and social dimensions—hygiene and social relationships; emotional and social dimensions—peer pressure in risky situations and social relationships.
<a href="#">HE.8.C.1.Pa.b:</a>	Recognize that healthy behaviors can affect physical, mental/emotional, or social aspects of health, such as hygiene/social relationships, peer refusals in risky situations/social relationships, or sexual abstinence/avoidance of disease and pregnancy.

Predict how environmental factors affect personal health.

[HE.8.C.1.3:](#)

<b>Remarks/Examples:</b>
Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.

#### Related Access Points

Name	Description
<a href="#">HE.8.C.1.In.c:</a>	Describe how environmental factors can affect personal health, such as the heat index, air quality, street lights and signs, gangs, and weapons in the community.
<a href="#">HE.8.C.1.Su.c:</a>	Describe a way an environmental factor can affect personal health, such as the heat index, air quality, street lights and signs, gangs, and weapons in the community.
<a href="#">HE.8.C.1.Pa.c:</a>	Recognize environmental factors that affect personal health, such as the heat index and air quality.

Investigate strategies to reduce or prevent injuries and other adolescent health problems.

[HE.8.C.1.4:](#)

<b>Remarks/Examples:</b>
Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.

#### Related Access Points

Name	Description
<a href="#">HE.8.C.1.In.d:</a>	Identify strategies to reduce or prevent injuries and other adolescent-health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and avoiding unsafe places.
<a href="#">HE.8.C.1.Su.d:</a>	Recognize strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places.
<a href="#">HE.8.C.1.Pa.d:</a>	Recognize a strategy to prevent injuries and other adolescent- health problems, such as avoiding unsafe places to avoid injury.

Identify major chronic diseases that impact human body systems.

[HE.8.C.1.5:](#)

<b>Remarks/Examples:</b>
Cancer, hypertension and coronary artery disease, asthma, and diabetes.

#### Related Access Points

Name	Description
<a href="#">HE.8.C.1.In.e:</a>	Explain the likelihood of injury or illness if engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections resulting from poor hygiene.

<a href="#">HE.8.C.1.Su.e:</a>	Identify likely injuries or illnesses resulting from engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.
<a href="#">HE.8.C.1.Pa.e:</a>	Recognize likely injuries or illnesses resulting from engaging in selected unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

Analyze how appropriate health care can promote personal health.

[HE.8.C.1.6:](#)

<b>Remarks/Examples:</b>
Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.1.In.f:</a>	Identify common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.
<a href="#">HE.8.C.1.Su.f:</a>	Recognize common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.
<a href="#">HE.8.C.1.Pa.f:</a>	Recognize a common chronic disease, such as cancer, asthma, or diabetes.

Explore how heredity and family history can affect personal health.

[HE.8.C.1.7:](#)

<b>Remarks/Examples:</b>
Sickle-cell anemia, heart disease, diabetes, and mental health.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.1.In.g:</a>	Describe how appropriate health care can promote personal health, such as immunizations to avoid diseases, sports physicals to reduce sports health risks, and counseling to treat depression.
<a href="#">HE.8.C.1.Su.g:</a>	Identify how appropriate health care can promote personal health, such as immunizations to avoid diseases, sports physicals to reduce health risks, and counseling to treat depression.
<a href="#">HE.8.C.1.Pa.g:</a>	Recognize a way appropriate health care can promote personal health, such as immunization to avoid diseases or sports physicals to reduce health risks.

Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

[HE.8.C.1.8:](#)

<b>Remarks/Examples:</b>
Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.1.In.h:</a>	Describe ways personal health can be affected by heredity and family history, such as sickle-cell anemia, heart disease, obesity, or mental health.
<a href="#">HE.8.C.1.Su.h:</a>	Identify ways personal health can be affected by heredity and family history, such as sickle-cell anemia, heart disease, obesity, or mental health.
<a href="#">HE.8.C.1.Pa.h:</a>	Recognize a way personal health can be affected by heredity or family history.

Assess the role of family health beliefs on the health of adolescents.

[HE.8.C.2.1:](#)

<b>Remarks/Examples:</b>
Alternative medical care, family religious beliefs, and importance of physical activity.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.a:</a>	Describe the role of family health beliefs on the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, and the importance of physical activity.
<a href="#">HE.8.C.2.Su.a:</a>	Identify the role of family health beliefs on the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, and the importance of physical activity.
<a href="#">HE.8.C.2.Pa.a:</a>	Recognize a way family health beliefs may influence the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, or the importance of physical activity.

Assess how the health beliefs of peers may influence adolescent health.

[HE.8.C.2.2:](#)

<b>Remarks/Examples:</b>
Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.b:</a>	Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.
<a href="#">HE.8.C.2.Su.b:</a>	Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.
<a href="#">HE.8.C.2.Pa.b:</a>	Recognize selected ways the beliefs of peers may influence the health of adolescents, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.

Analyze how the school and community may influence adolescent health.

[HE.8.C.2.3:](#)

**Remarks/Examples:**  
Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.c:</a>	Describe how the school and community may influence adolescent health, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.
<a href="#">HE.8.C.2.Su.c:</a>	Identify how the school and community may influence adolescent health, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.
<a href="#">HE.8.C.2.Pa.c:</a>	Recognize how the school may influence the health behaviors of adolescents, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.

Critique school and public health policies that influence health promotion and disease prevention.

[HE.8.C.2.4:](#)

**Remarks/Examples:**  
Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.d:</a>	Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.
<a href="#">HE.8.C.2.Su.d:</a>	Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.
<a href="#">HE.8.C.2.Pa.d:</a>	Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.

Research marketing strategies behind health-related media messages.

[HE.8.C.2.5:](#)

**Remarks/Examples:**  
Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.e:</a>	Examine selected marketing strategies behind health-related media messages using selected resources, such as social acceptance of alcohol use, promotion of thinness as the best body type, and using sexual images to sell products.
<a href="#">HE.8.C.2.Su.e:</a>	Identify a marketing strategy used in a selected media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.
<a href="#">HE.8.C.2.Pa.e:</a>	Recognize a marketing strategy used in a health-related media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.

Analyze the influence of technology on personal and family health.

[HE.8.C.2.6:](#)

**Remarks/Examples:**  
TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.f:</a>	Describe ways technology influences personal and family health, such as the use of personal electronic devices, television, and headphones.
<a href="#">HE.8.C.2.Su.f:</a>	Identify ways technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.
<a href="#">HE.8.C.2.Pa.f:</a>	Recognize a way that technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.

Describe the influence of culture on health beliefs, practices, and behaviors.

[HE.8.C.2.7:](#)

**Remarks/Examples:**  
Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.g:</a>	Identify the influence of culture on health beliefs, practices, and behaviors, such as medical procedures, sexual abstinence, and prescription-drug use.
<a href="#">HE.8.C.2.Su.g:</a>	Recognize an influence of culture on health beliefs, practices, and behaviors regarding matters such as medical procedures, sexual abstinence, and prescription-drug use.
<a href="#">HE.8.C.2.Pa.g:</a>	Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, or marijuana use.

Explain how the perceptions of norms influence healthy and unhealthy behaviors.

[HE.8.C.2.8:](#)

**Remarks/Examples:**  
Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.h:</a>	Describe how the perception of common social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, and marijuana use.
<a href="#">HE.8.C.2.Su.h:</a>	Identify how the perceptions of selected social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, and marijuana use.
<a href="#">HE.8.C.2.Pa.h:</a>	Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, or marijuana use.

Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

[HE.8.C.2.9:](#)

<b>Remarks/Examples:</b> Social conformity, desires, and impulses.
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#### Related Access Points

Name	Description
<a href="#">HE.8.C.2.In.i:</a>	Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors.
<a href="#">HE.8.C.2.Su.i:</a>	Identify how a personal value, attitudes, or belief influences an individual health practice or behavior.
<a href="#">HE.8.C.2.Pa.i:</a>	Identify how likes and dislikes influence choice-making.

Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.

[HE.8.P.7.1:](#)

<b>Remarks/Examples:</b> Sexual abstinence, skin care, and drug abuse.
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#### Related Access Points

Name	Description
<a href="#">HE.8.P.7.In.1:</a>	Explain the importance of assuming responsibility for personal- health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin- care practices, and avoiding drug abuse.
<a href="#">HE.8.P.7.Su.1:</a>	Describe why it is important to take responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse.
<a href="#">HE.8.P.7.Pa.1:</a>	Recognize that it is important to take responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse.

Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

[HE.8.P.7.2:](#)

<b>Remarks/Examples:</b> Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
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#### Related Access Points

Name	Description
<a href="#">HE.8.P.7.In.2:</a>	Explain healthy practices and behaviors that will maintain or improve personal health and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals, being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep .
<a href="#">HE.8.P.7.Su.2:</a>	Describe healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep.
<a href="#">HE.8.P.7.Pa.2:</a>	Identify a healthy practice and a behavior that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, or setting healthy goals.

Promote positive health choices with the influence and support of others.

[HE.8.P.8.1:](#)

<b>Remarks/Examples:</b> Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
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#### Related Access Points

Name	Description
<a href="#">HE.8.P.8.In.1:</a>	Promote positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.
<a href="#">HE.8.P.8.Su.1:</a>	Promote selected positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.
<a href="#">HE.8.P.8.Pa.1:</a>	Promote a positive health choice with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.

Justify a health-enhancing position on a topic and support it with accurate information.

[HE.8.P.8.2:](#)

<b>Remarks/Examples:</b> Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
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#### Related Access Points

Name	Description
<a href="#">HE.8.P.8.In.2:</a>	Explain the desirability of a health-enhancing position on a topic using accurate information from selected resources, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.

<a href="#">HE.8.P.8.Su.2:</a>	Support a health-enhancing position on a topic using accurate information from a selected source, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.
<a href="#">HE.8.P.8.Pa.2:</a>	Recognize accurate information related to a health-enhancing position on a topic, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.

Work cooperatively to advocate for healthy individuals, peers, families, and schools.

[HE.8.P.8.3:](#)

<b>Remarks/Examples:</b> Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
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**Related Access Points**

Name	Description
<a href="#">HE.8.P.8.In.3:</a>	Work with others to advocate for healthy individuals, peers, families, and schools, such as promoting community initiatives, and creating media campaigns.
<a href="#">HE.8.P.8.Su.3:</a>	Work with others to promote healthy practices for healthy individuals, peers, families, or schools, such as promoting community initiatives, and creating media campaigns.
<a href="#">HE.8.P.8.Pa.3:</a>	Work with others to promote selected healthy practices for individuals, peers, families, or schools, such as promoting community initiatives, and creating media campaigns.

Evaluate ways health messages and communication techniques can be targeted for different audiences.

[HE.8.P.8.4:](#)

<b>Remarks/Examples:</b> Advertising, social media campaign, and health fairs.
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**Related Access Points**

Name	Description
<a href="#">HE.8.P.8.In.4:</a>	Identify ways health messages or communication techniques can be targeted for a particular audience, such as advertisements, media campaigns, and health fairs.
<a href="#">HE.8.P.8.Su.4:</a>	Identify a way a health message or communication technique can be targeted for a particular audience, such as in advertisements, media campaigns, and health fairs.
<a href="#">HE.8.P.8.Pa.4:</a>	Recognize a way a health message targets a particular audience, such as in advertisements, media campaigns, and health fairs.

There are more than 1 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12896>



# Access M/J Civics (#7821021) [{ M/J Civics - 2106010 }](#)

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<b>Course Number:</b> 7821021	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J CIVICS
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>NCLB?</b> Yes	<b>Class Size?</b> Yes
	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.7.P.8.2:</a>	Articulate a position on a health-related issue and support it with accurate health information.  <b>Remarks/Examples:</b> Bullying prevention, Internet safety, and nutritional choices.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.7.P.8.In.2:</a>	Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.
<a href="#">HE.7.P.8.Su.2:</a>	Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.
<a href="#">HE.7.P.8.Pa.2:</a>	Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.WHST.1.1:</a>	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<a href="#">LAFS.68.WHST.1.2:</a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">LAFS.7.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, <b>building on others' ideas and expressing their own clearly.</b> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.1a:</a>	Discuss how own view or opinion changes using new information provided by others.
<a href="#">LAFS.7.SL.1.AP.1b:</a>	Describe how the claims within a speaker's argument match own argument.
<a href="#">LAFS.7.SL.1.AP.1c:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

[LAFS.7.SL.1.2:](#) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.2a:</a>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
<a href="#">LAFS.7.SL.1.AP.2b:</a>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
<a href="#">LAFS.7.SL.1.AP.2c:</a>	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.

[LAFS.7.SL.1.3:](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.7.SL.1.AP.3b:</a>	Evaluate the soundness or accuracy of reasons presented to support a claim.

[LAFS.7.SL.2.4:](#) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Related Access Points

Name	Description
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[LAFS.7.SL.2.AP.4a:](#) Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.

[LAFS.7.SL.2.AP.4b:](#) Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[SS.7.C.1.1:](#)

Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.a:</a>	Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.
<a href="#">SS.7.C.1.Su.a:</a>	Recognize the United States Constitution was based on ideas from the past.
<a href="#">SS.7.C.1.Pa.a:</a>	Recognize that ideas of people influence others.

[SS.7.C.1.2:](#)

Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.b:</a>	Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."
<a href="#">SS.7.C.1.Su.b:</a>	Recognize an influence on the colonists' view of government, such as the Mayflower Compact.
<a href="#">SS.7.C.1.Pa.b:</a>	Recognize that ideas of people influence others.

[SS.7.C.1.3:](#)

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.c:</a>	Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.
<a href="#">SS.7.C.1.Su.c:</a>	Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.
<a href="#">SS.7.C.1.Pa.c:</a>	Recognize people in the American colonies were unhappy with the way England was treating them.

[SS.7.C.1.4:](#)

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.d:</a>	Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and cutting off trade with other countries.
<a href="#">SS.7.C.1.Su.d:</a>	Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries.
<a href="#">SS.7.C.1.Pa.d:</a>	Recognize people in the American colonies were unhappy with the way England was treating them.

[SS.7.C.1.5:](#)

Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.e:</a>	Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.
<a href="#">SS.7.C.1.Su.e:</a>	Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.
<a href="#">SS.7.C.1.Pa.e:</a>	Recognize that government can be changed.

[SS.7.C.1.6:](#)

Interpret the intentions of the Preamble of the Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.f:</a>	Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.
<a href="#">SS.7.C.1.Su.f:</a>	Recognize that the Preamble of the United States Constitution states the reasons the government was created.
<a href="#">SS.7.C.1.Pa.f:</a>	Recognize a reason for government.

[SS.7.C.1.7:](#)

Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.g:</a>	Identify examples of separation of powers in the Constitution, such as the three branches of government.
<a href="#">SS.7.C.1.Su.g:</a>	Recognize the powers of the branches of government of the United States.
<a href="#">SS.7.C.1.Pa.g:</a>	Recognize that the government has different parts.

[SS.7.C.1.8:](#)

Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.h:</a>	Identify an argument for and against the inclusion of a bill of rights in the Constitution.
<a href="#">SS.7.C.1.Su.h:</a>	Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.
<a href="#">SS.7.C.1.Pa.h:</a>	Recognize that both individuals and groups have rights.

[SS.7.C.1.9:](#)

Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.i:</a>	Identify how the rule of law is used in American government, such as people must follow the laws of the government.
<a href="#">SS.7.C.1.Su.i:</a>	Recognize that people must follow the laws of American government.
<a href="#">SS.7.C.1.Pa.i:</a>	Recognize that people must follow laws of government.

[SS.7.C.2.1:](#)

Define the term "citizen," and identify legal means of becoming a United States citizen.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.a:</a>	Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.
<a href="#">SS.7.C.2.Su.a:</a>	Recognize that a citizen is a legal resident of a country.
<a href="#">SS.7.C.2.Pa.a:</a>	Recognize a person who is an American citizen.

[SS.7.C.2.10:](#)

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.j:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.j:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.j:</a>	Recognize that the media influences people.

[SS.7.C.2.11:](#)

Analyze media and political communications (bias, symbolism, propaganda).

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.k:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.k:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.k:</a>	Recognize that the media influences people.

[SS.7.C.2.12:](#) Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.l:</a>	Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.
<a href="#">SS.7.C.2.Su.l:</a>	Recognize a problem in the local community and an authority to respond to that problem.
<a href="#">SS.7.C.2.Pa.l:</a>	Recognize an authority to respond to a problem.

[SS.7.C.2.13:](#) Examine multiple perspectives on public and current issues.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.m:</a>	Identify different perspectives on current issues.
<a href="#">SS.7.C.2.Su.m:</a>	Recognize different perspectives on current issues.
<a href="#">SS.7.C.2.Pa.m:</a>	Recognize a point of view on current issues.

[SS.7.C.2.14:](#) Conduct a service project to further the public good.

**Remarks/Examples:**  
The project can be at the school, community, state, national, or international level.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.n:</a>	Engage in a service project to further the public good, such as at school, community, or state levels.
<a href="#">SS.7.C.2.Su.n:</a>	Assist with a service project to further the public good, such as at school, community, or state levels.
<a href="#">SS.7.C.2.Pa.n:</a>	Participate in a service project to further the public good, such as at school, community, or state levels.

[SS.7.C.2.2:](#) Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.b:</a>	Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
<a href="#">SS.7.C.2.Su.b:</a>	Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
<a href="#">SS.7.C.2.Pa.b:</a>	Recognize an obligation of citizens, such as obeying laws.

[SS.7.C.2.3:](#) Experience the responsibilities of citizens at the local, state, or federal levels.

**Remarks/Examples:**  
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.c:</a>	Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.
<a href="#">SS.7.C.2.Su.c:</a>	Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.
<a href="#">SS.7.C.2.Pa.c:</a>	Recognize a responsibility of a good citizen, such as voting.

[SS.7.C.2.4:](#) Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.d:</a>	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.Su.d:</a>	Recognize the rights of individuals in the Bill of Rights.
<a href="#">SS.7.C.2.Pa.d:</a>	Recognize a right of citizens guaranteed by law.

[SS.7.C.2.5:](#) Distinguish how the Constitution safeguards and limits individual rights.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.e:</a>	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.Su.e:</a>	Recognize the rights of individuals in the Bill of Rights.
<a href="#">SS.7.C.2.Pa.e:</a>	Recognize a right of citizens guaranteed by law.

[SS.7.C.2.6:](#)

Simulate the trial process and the role of juries in the administration of justice.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.f:</a>	Identify the purpose of a jury in a trial.
<a href="#">SS.7.C.2.Su.f:</a>	Recognize the purpose of the jury in a trial.
<a href="#">SS.7.C.2.Pa.f:</a>	Recognize a right of citizens guaranteed by law.

[SS.7.C.2.7:](#)

Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.g:</a>	Describe the voting process for selecting leaders in the school or community.
<a href="#">SS.7.C.2.Su.g:</a>	Identify how to vote for a leader in the school or community.
<a href="#">SS.7.C.2.Pa.g:</a>	Recognize that people can vote to select a leader in the school or community.

[SS.7.C.2.8:](#)

Identify America's current political parties, and illustrate their ideas about government.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.h:</a>	Identify the current political parties in America.
<a href="#">SS.7.C.2.Su.h:</a>	Recognize the current political parties in America.
<a href="#">SS.7.C.2.Pa.h:</a>	Recognize that there are political parties in America.

[SS.7.C.2.9:](#)

Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.i:</a>	Identify the qualifications of candidates for a political office.
<a href="#">SS.7.C.2.Su.i:</a>	Recognize that candidates run for a political office.
<a href="#">SS.7.C.2.Pa.i:</a>	Recognize a political office.

[SS.7.C.3.1:](#)

Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.a:</a>	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
<a href="#">SS.7.C.3.Su.a:</a>	Recognize different forms of government, such as democracy and communism.
<a href="#">SS.7.C.3.Pa.a:</a>	Recognize that in a democracy, people vote to elect government leaders.

[SS.7.C.3.10:](#)

Identify sources and types (civil, criminal, constitutional, military) of law.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.j:</a>	Identify how government makes a law.
<a href="#">SS.7.C.3.Su.j:</a>	Recognize how government makes a law.
<a href="#">SS.7.C.3.Pa.j:</a>	Recognize that the government makes laws.

[SS.7.C.3.11:](#)

Diagram the levels, functions, and powers of courts at the state and federal levels.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.k:</a>	Identify court systems, such as criminal and civil courts at different levels of government.
<a href="#">SS.7.C.3.Su.k:</a>	Recognize different court systems, such as criminal and civil courts.
<a href="#">SS.7.C.3.Pa.k:</a>	Recognize that courts settle conflicts.

[SS.7.C.3.12:](#)

Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, In re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.l:</a>	Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.
<a href="#">SS.7.C.3.Su.l:</a>	Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.
<a href="#">SS.7.C.3.Pa.l:</a>	Recognize that the Supreme Court recognizes that all citizens are equal.

[SS.7.C.3.13:](#)

Compare the constitutions of the United States and Florida.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.m:</a>	Describe the Constitution of the State of Florida.
<a href="#">SS.7.C.3.Su.m:</a>	Identify the Constitution of the State of Florida.
<a href="#">SS.7.C.3.Pa.m:</a>	Recognize that the State of Florida has laws.

[SS.7.C.3.14:](#) Differentiate between local, state, and federal governments' obligations and services.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.n:</a>	Identify obligations and services of local, state, and federal governments.
<a href="#">SS.7.C.3.Su.n:</a>	Recognize major obligations and services of local, state, and federal governments.
<a href="#">SS.7.C.3.Pa.n:</a>	Recognize that local, state, and federal governments provide services.

[SS.7.C.3.2:](#) Compare parliamentary, federal, confederal, and unitary systems of government.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.b:</a>	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
<a href="#">SS.7.C.3.Su.b:</a>	Recognize different forms of government, such as democracy and communism.
<a href="#">SS.7.C.3.Pa.b:</a>	Recognize that in a democracy, people vote to elect government leaders.

[SS.7.C.3.3:](#) Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.c:</a>	Identify the major function of the three branches of the United States government established by the Constitution.
<a href="#">SS.7.C.3.Su.c:</a>	Recognize the major function of the three branches of the United States government.
<a href="#">SS.7.C.3.Pa.c:</a>	Recognize that the United States government has three parts.

[SS.7.C.3.4:](#) Identify the relationship and division of powers between the federal government and state governments.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.d:</a>	Identify the relationship of power between the federal and state governments.
<a href="#">SS.7.C.3.Su.d:</a>	Recognize the relationship of power between the federal and state governments.
<a href="#">SS.7.C.3.Pa.d:</a>	Recognize that governments have different powers.

[SS.7.C.3.5:](#) Explain the Constitutional amendment process.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.e:</a>	Identify steps to amending the Constitution.
<a href="#">SS.7.C.3.Su.e:</a>	Identify that the Constitution can be changed by amendments.
<a href="#">SS.7.C.3.Pa.e:</a>	Recognize that the government can change laws.

[SS.7.C.3.6:](#) Evaluate Constitutional rights and their impact on individuals and society.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.f:</a>	Identify the rights of individuals provided by the Constitution and Bill of Rights.
<a href="#">SS.7.C.3.Su.f:</a>	Recognize the rights of individuals provided by the Constitution and Bill of Rights.
<a href="#">SS.7.C.3.Pa.f:</a>	Recognize individual rights provided by the government.

[SS.7.C.3.7:](#) Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.g:</a>	Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.
<a href="#">SS.7.C.3.Su.g:</a>	Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.
<a href="#">SS.7.C.3.Pa.g:</a>	Recognize that American citizens have the right to vote.

[SS.7.C.3.8:](#) Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

#### Related Access Points

Name	Description
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[SS.7.C.3.In.h:](#) Identify the major function of the three branches of the United States government established by the Constitution.

[SS.7.C.3.Su.h:](#) Recognize the major function of the three branches of the United States government.

[SS.7.C.3.Pa.h:](#) Recognize that the United States government has three parts.

[SS.7.C.3.9:](#) Illustrate the law making process at the local, state, and federal levels.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.i:</a>	Identify how government makes a law.
<a href="#">SS.7.C.3.Su.i:</a>	Recognize how government makes a law.
<a href="#">SS.7.C.3.Pa.i:</a>	Recognize that the government makes laws.

[SS.7.C.4.1:](#) Differentiate concepts related to United States domestic and foreign policy.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.4.In.a:</a>	Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.
<a href="#">SS.7.C.4.Su.a:</a>	Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).
<a href="#">SS.7.C.4.Pa.a:</a>	Recognize that the government solves problems.

Recognize government and citizen participation in international organizations.

[SS.7.C.4.2:](#)

#### Remarks/Examples:

Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.4.In.b:</a>	Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.
<a href="#">SS.7.C.4.Su.b:</a>	Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.
<a href="#">SS.7.C.4.Pa.b:</a>	Recognize that the United States helps other countries.

[SS.7.C.4.3:](#) Describe examples of how the United States has dealt with international conflicts.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.4.In.c:</a>	Identify how the United States has been involved in an international conflict.
<a href="#">SS.7.C.4.Su.c:</a>	Recognize that the United States has been involved in an international conflict.
<a href="#">SS.7.C.4.Pa.c:</a>	Recognize an international conflict.

[SS.7.E.1.1:](#) Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.a:</a>	Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.
<a href="#">SS.7.E.1.Su.a:</a>	Recognize characteristics of a market (buyers/sellers) economy.
<a href="#">SS.7.E.1.Pa.a:</a>	Recognize people use money to purchase goods and services.

[SS.7.E.1.2:](#) Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.b:</a>	Identify differences in borrowing and lending money, including the use of credit.
<a href="#">SS.7.E.1.Su.b:</a>	Recognize differences in borrowing and lending money.
<a href="#">SS.7.E.1.Pa.b:</a>	Recognize the difference between a loan and a gift.

[SS.7.E.1.3:](#) Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.c:</a>	Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.
<a href="#">SS.7.E.1.Su.c:</a>	Recognize common examples of the concepts of supply and demand, choice, and scarcity.
<a href="#">SS.7.E.1.Pa.c:</a>	Recognize an example of choice and scarcity.

[SS.7.E.1.4:](#) Discuss the function of financial institutions in the development of a market economy.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.d:</a>	Identify different kinds of accounts and services provided by banks or other financial institutions.
<a href="#">SS.7.E.1.Su.d:</a>	Recognize common accounts provided by banks or other financial institutions.
<a href="#">SS.7.E.1.Pa.d:</a>	Recognize that a bank is a place to save money.

[SS.7.E.1.5:](#) Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.e:</a>	Identify that profit and incentives motivate people and businesses to work harder.
<a href="#">SS.7.E.1.Su.e:</a>	Recognize that incentives motivate people to work.
<a href="#">SS.7.E.1.Pa.e:</a>	Recognize an incentive for completing work.

Compare the national budget process to the personal budget process.

[SS.7.E.1.6:](#) **Remarks/Examples:**  
Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.f:</a>	Identify an individual budget and how personal needs are used to develop it.
<a href="#">SS.7.E.1.Su.f:</a>	Recognize the parts of a budget and how personal needs are used to develop it.
<a href="#">SS.7.E.1.Pa.f:</a>	Recognize a plan (budget) to use resources, such as time, money, or materials.

[SS.7.E.2.1:](#) Explain how federal, state, and local taxes support the economy as a function of the United States government.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.a:</a>	Identify how federal and local taxes are used by the government.
<a href="#">SS.7.E.2.Su.a:</a>	Recognize how taxes are used by the government.
<a href="#">SS.7.E.2.Pa.a:</a>	Recognize that taxes pay for services.

Describe the banking system in the United States and its impact on the money supply.

[SS.7.E.2.2:](#) **Remarks/Examples:**  
Examples are the Federal Reserve System and privately owned banks.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.b:</a>	Identify that the banking system in the United States controls the money supply and interest rates.
<a href="#">SS.7.E.2.Su.b:</a>	Recognize that the banking system in the United States controls money.
<a href="#">SS.7.E.2.Pa.b:</a>	Associate banks with money.

[SS.7.E.2.3:](#) Identify and describe United States laws and regulations adopted to promote economic competition.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.c:</a>	Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.
<a href="#">SS.7.E.2.Su.c:</a>	Recognize that there are laws that affect the economy, such as patent laws.
<a href="#">SS.7.E.2.Pa.c:</a>	Recognize that businesses must follow rules.

[SS.7.E.2.4:](#) Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.d:</a>	Identify people from diverse backgrounds who have created successful businesses.
<a href="#">SS.7.E.2.Su.d:</a>	Recognize people from diverse backgrounds who have created successful businesses.
<a href="#">SS.7.E.2.Pa.d:</a>	Recognize that people create businesses.

Explain how economic institutions impact the national economy.

[SS.7.E.2.5:](#) **Remarks/Examples:**  
Examples are the stock market, banks, credit unions.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.e:</a>	Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.
<a href="#">SS.7.E.2.Su.e:</a>	Recognize that financial institutions impact the national economy, such as banks and credit unions.
<a href="#">SS.7.E.2.Pa.e:</a>	Associate banks with money.

[SS.7.E.3.1:](#)

Explain how international trade requires a system for exchanging currency between and among nations.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.a:</a>	Recognize that currencies from different countries can be exchanged for trade.
<a href="#">SS.7.E.3.Su.a:</a>	Recognize that countries use different types of currency for trade.
<a href="#">SS.7.E.3.Pa.a:</a>	Recognize coins or bills from the United States.

[SS.7.E.3.2:](#)

Assess how the changing value of currency affects trade of goods and services between nations.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.b:</a>	Recognize that currencies from different countries can be exchanged for trade.
<a href="#">SS.7.E.3.Su.b:</a>	Recognize that countries use different types of currency for trade.
<a href="#">SS.7.E.3.Pa.b:</a>	Recognize coins or bills from the United States.

[SS.7.E.3.3:](#)

Compare and contrast a single resource economy with a diversified economy.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.c:</a>	Identify differences between a single resource economy and a diversified economy.
<a href="#">SS.7.E.3.Su.c:</a>	Recognize a difference between a single resource economy and a diversified economy.
<a href="#">SS.7.E.3.Pa.c:</a>	Recognize a product of an economy.

[SS.7.E.3.4:](#)

Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.d:</a>	Identify characteristics of the standard of living in the United States and other countries.
<a href="#">SS.7.E.3.Su.d:</a>	Recognize characteristics of the standard of living in the United States.
<a href="#">SS.7.E.3.Pa.d:</a>	Recognize that some people have more than others.

[SS.7.G.1.1:](#)

Locate the fifty states and their capital cities in addition to the nation's capital on a map.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.1.In.a:</a>	Locate selected states, capitals, and the nation's capital on a map.
<a href="#">SS.7.G.1.Su.a:</a>	Locate selected states and their capitals on a map.
<a href="#">SS.7.G.1.Pa.a:</a>	Locate the United States on a map.

Locate on a world map the territories and protectorates of the United States of America.

[SS.7.G.1.2:](#)

**Remarks/Examples:**  
 Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.1.In.b:</a>	Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.
<a href="#">SS.7.G.1.Su.b:</a>	Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.
<a href="#">SS.7.G.1.Pa.b:</a>	Locate the United States on a map.

[SS.7.G.1.3:](#)

Interpret maps to identify geopolitical divisions and boundaries of places in North America.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.1.In.c:</a>	Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.
<a href="#">SS.7.G.1.Su.c:</a>	Identify the boundaries of United States, Canada, and Mexico on a map.
<a href="#">SS.7.G.1.Pa.c:</a>	Locate the United States on a map.

Locate major cultural landmarks that are emblematic of the United States.

[SS.7.G.2.1:](#)

**Remarks/Examples:**  
 Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.a:</a>	Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.

[SS.7.G.2.Su.a:](#) Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.

[SS.7.G.2.Pa.a:](#) Associate a major cultural landmark with the United States, such as the Statue of Liberty.

Locate major physical landmarks that are emblematic of the United States.

[SS.7.G.2.2:](#)

**Remarks/Examples:**

Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.b:</a>	Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains.
<a href="#">SS.7.G.2.Su.b:</a>	Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains.
<a href="#">SS.7.G.2.Pa.b:</a>	Associate a major physical landmark with the United States, such as the Grand Canyon.

[SS.7.G.2.3:](#)

Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.c:</a>	Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.
<a href="#">SS.7.G.2.Su.c:</a>	Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.
<a href="#">SS.7.G.2.Pa.c:</a>	Recognize how a physical characteristic of a location affects people.

Describe current major cultural regions of North America.

[SS.7.G.2.4:](#)

**Remarks/Examples:**

Examples are the South, Rust-belt, Silicon Valley.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.d:</a>	Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.
<a href="#">SS.7.G.2.Su.d:</a>	Recognize a major cultural region of the United States, such as the South.
<a href="#">SS.7.G.2.Pa.d:</a>	Recognize a characteristic of culture in North America.

[SS.7.G.3.1:](#)

Use maps to describe the location, abundance, and variety of natural resources in North America.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.3.In.a:</a>	Use maps to identify natural resources in North America.
<a href="#">SS.7.G.3.Su.a:</a>	Use maps to recognize natural resources in North America.
<a href="#">SS.7.G.3.Pa.a:</a>	Use a pictorial map to recognize a natural resource.

[SS.7.G.4.1:](#)

Use geographic terms and tools to explain cultural diffusion throughout North America.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.4.In.a:</a>	Use geographic terms and tools to identify different cultures in North America.
<a href="#">SS.7.G.4.Su.a:</a>	Use geographic tools to recognize a different culture in North America.
<a href="#">SS.7.G.4.Pa.a:</a>	Use a geographic tool to recognize a characteristic of culture in North America.

[SS.7.G.4.2:](#)

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.4.In.b:</a>	Use maps and other geographic tools to identify different population groups of the United States.
<a href="#">SS.7.G.4.Su.b:</a>	Use maps and other geographic tools to recognize a population group of the United States.
<a href="#">SS.7.G.4.Pa.b:</a>	Use a geographic tool to recognize a characteristic of culture in North America.

[SS.7.G.5.1:](#)

Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

**Remarks/Examples:**

Examples are tri-county mangrove decimation, beach erosion.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.5.In.a:</a>	Use a map to display information about issues of conservation or ecology in the local community.
<a href="#">SS.7.G.5.Su.a:</a>	Use a map to display information about an issue of conservation or ecology in the local community.
<a href="#">SS.7.G.5.Pa.a:</a>	Use a map to display information about the local environment.

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

[SS.7.G.6.1:](#)

**Remarks/Examples:**

Examples are population density, changes in census data, and district reapportionment over time.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.6.In.a:</a>	Use a form of technology to locate and view maps with current information about the United States, such as population density.
<a href="#">SS.7.G.6.Su.a:</a>	Use a form of technology to view maps with current information about a region of the United States, such as population maps.
<a href="#">SS.7.G.6.Pa.a:</a>	Use technology to view information about the United States.

There are more than 498 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12891>



# Access M/J World History (#7821022) [{ M/J World History - 2109010 }](#)

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<b>Course Number:</b> 7821022	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS M/J WRLD HIST
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 6,7,8	
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.6.C.2.4:</a>	Investigate school and public health policies that influence health promotion and disease prevention. <b>Remarks/Examples:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.6.C.2.In.d:</a>	Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, and school-district wellness policies.
<a href="#">HE.6.C.2.Su.d:</a>	Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, or school-district wellness policies.
<a href="#">HE.6.C.2.Pa.d:</a>	Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school-zone speeding laws, or school-district wellness policies.
<a href="#">LAFS.6.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.6.SL.1.AP.1b:</a>	Review the key ideas expressed within a collaborative discussion.

[LAFS.6.SL.1.2:](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.1.AP.2a:</a>	Explain information learned from various mediums.
<a href="#">LAFS.6.SL.1.AP.2b:</a>	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.6.SL.1.AP.3b:</a>	Summarize the points an author makes.
<a href="#">LAFS.6.SL.1.AP.3c:</a>	Distinguish claims or arguments that are supported by evidence from those that are not.
<a href="#">LAFS.6.SL.1.AP.3d:</a>	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### Related Access Points

Name	Description
<a href="#">LAFS.6.SL.2.AP.4a:</a>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details

[LAFS.68.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.RH.1.3:](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

[LAFS.68.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[LAFS.68.RH.2.5:](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[LAFS.68.RH.2.6:](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[LAFS.68.RH.3.7:](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[LAFS.68.RH.3.8:](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[LAFS.68.RH.3.9:](#)

Analyze the relationship between a primary and secondary source on the same topic.

[LAFS.68.WHST.1.1:](#)

Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.2.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.68.WHST.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#)

Draw evidence from informational texts to support analysis reflection, and research.

[LAFS.68.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. **Elementary students can construct arguments using concrete referents** such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.

[SS.6.C.1.1:](#)

**Remarks/Examples:**

Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.

**Related Access Points**

Name	Description
<a href="#">SS.6.C.1.In.a:</a>	Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.
<a href="#">SS.6.C.1.Su.a:</a>	Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting.
<a href="#">SS.6.C.1.Pa.a:</a>	Recognize that citizens vote for leaders.

[SS.6.C.1.2:](#)

Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

**Related Access Points**

Name	Description
<a href="#">SS.6.C.1.In.b:</a>	Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty.
<a href="#">SS.6.C.1.Su.b:</a>	Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty.
<a href="#">SS.6.C.1.Pa.b:</a>	Recognize that citizens must obey the law.

[SS.6.C.2.1:](#)

Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

**Related Access Points**

Name	Description
<a href="#">SS.6.C.2.In.a:</a>	Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government.

[SS.6.C.2.Su.a:](#) Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government.

[SS.6.C.2.Pa.a:](#) Recognize that citizens participate in government.

[SS.6.E.1.1:](#)

Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

#### Related Access Points

Name	Description
<a href="#">SS.6.E.1.In.a:</a>	Recognize factors that increase the economy, such as new resources, increased productivity, and technology.
<a href="#">SS.6.E.1.Su.a:</a>	Recognize a factor that increases the economy, such as new resources, increased productivity, or technology.
<a href="#">SS.6.E.1.Pa.a:</a>	Recognize a result of an increase in the production of goods, such as increased productivity.

[SS.6.E.1.2:](#)

Describe and identify traditional and command economies as they appear in different civilizations.

#### Related Access Points

Name	Description
<a href="#">SS.6.E.1.In.b:</a>	Recognize basic characteristics of trade/barter (traditional) economies.
<a href="#">SS.6.E.1.Su.b:</a>	Recognize a basic characteristic of trade/barter (traditional) economies.
<a href="#">SS.6.E.1.Pa.b:</a>	Recognize that people can purchase or trade desired goods or services.

[SS.6.E.1.3:](#)

Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

#### Related Access Points

Name	Description
<a href="#">SS.6.E.1.In.c:</a>	Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.
<a href="#">SS.6.E.1.Su.c:</a>	Recognize economic concepts as they relate to early civilization, such as scarcity and trade.
<a href="#">SS.6.E.1.Pa.c:</a>	Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).

[SS.6.E.2.1:](#)

Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

#### Related Access Points

Name	Description
<a href="#">SS.6.E.2.In.a:</a>	Identify that leaders or family groups make economic decisions for their civilizations.
<a href="#">SS.6.E.2.Su.a:</a>	Recognize that leaders or family groups make economic decisions for their civilizations.
<a href="#">SS.6.E.2.Pa.a:</a>	Recognize that leaders make decisions about money.

[SS.6.E.3.1:](#)

Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

#### Related Access Points

Name	Description
<a href="#">SS.6.E.3.In.a:</a>	Recognize why people used different types of currency for trade in past civilizations.
<a href="#">SS.6.E.3.Su.a:</a>	Recognize that people used different types of currency for trade in past civilizations.
<a href="#">SS.6.E.3.Pa.a:</a>	Recognize that people use money for trade.

[SS.6.E.3.2:](#)

Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

#### Related Access Points

Name	Description
<a href="#">SS.6.E.3.In.b:</a>	Identify products that were traded among civilizations and an example of a barrier to trade.
<a href="#">SS.6.E.3.Su.b:</a>	Recognize products that were traded among civilizations.
<a href="#">SS.6.E.3.Pa.b:</a>	Recognize an example of a product that was traded.

[SS.6.E.3.3:](#)

Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

#### Related Access Points

Name	Description
<a href="#">SS.6.E.3.In.c:</a>	Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants.
<a href="#">SS.6.E.3.Su.c:</a>	Recognize the role of the merchant in the exchange of goods and services.
<a href="#">SS.6.E.3.Pa.c:</a>	Recognize that some people (merchants) sell goods to others.

[SS.6.E.3.4:](#)

Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

#### Related Access Points

Name	Description
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[SS.6.E.3.In.d:](#) Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade.

[SS.6.E.3.Su.d:](#) Recognize that both buyers and sellers expect to gain when making a trade.

[SS.6.E.3.Pa.d:](#) Recognize give and take in a voluntary trade.

[SS.6.G.1.1:](#) Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.a:</a>	Use lines of latitude and longitude to locate places and to identify climate and time zones.
<a href="#">SS.6.G.1.Su.a:</a>	Use a coordinate grid on a map to locate places.
<a href="#">SS.6.G.1.Pa.a:</a>	Use positional words to identify a relative location.

[SS.6.G.1.2:](#) Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.b:</a>	Identify the purposes of different types of maps, such as political, physical, or special purpose.
<a href="#">SS.6.G.1.Su.b:</a>	Identify differences between maps and globes.
<a href="#">SS.6.G.1.Pa.b:</a>	Recognize a purpose of maps and globes.

Identify natural wonders of the ancient world.

[SS.6.G.1.3:](#)

#### Remarks/Examples:

Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.c:</a>	Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.
<a href="#">SS.6.G.1.Su.c:</a>	Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert.
<a href="#">SS.6.G.1.Pa.c:</a>	Recognize natural landforms, such as mountains and deserts.

Utilize tools geographers use to study the world.

[SS.6.G.1.4:](#)

#### Remarks/Examples:

Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.d:</a>	Use tools of geography, such as maps, globes, satellite images, and charts.
<a href="#">SS.6.G.1.Su.d:</a>	Use selected tools of geography, such as maps, globes, and charts.
<a href="#">SS.6.G.1.Pa.d:</a>	Use a tool of geography, such as a simple map or globe.

[SS.6.G.1.5:](#) Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.e:</a>	Use scale and cardinal directions to describe the relative location between two places on a map.
<a href="#">SS.6.G.1.Su.e:</a>	Use cardinal directions to describe the relative location of a place on a map.
<a href="#">SS.6.G.1.Pa.e:</a>	Use positional words to identify a relative location on a map.

Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

[SS.6.G.1.6:](#)

#### Remarks/Examples:

Examples are major rivers, seas, oceans.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.f:</a>	Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization.
<a href="#">SS.6.G.1.Su.f:</a>	Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization.
<a href="#">SS.6.G.1.Pa.f:</a>	Use a map to recognize a body of water.

Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

[SS.6.G.1.7:](#)

#### Remarks/Examples:

Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.

#### Related Access Points

Name	Description
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[SS.6.G.1.In.g:](#) Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as Greece and Rome.  
[SS.6.G.1.Su.g:](#) Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome.  
[SS.6.G.1.Pa.g:](#) Use an outline map to recognize a country or civilization.

[SS.6.G.2.1:](#) Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.2.In.a:</a>	Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world.
<a href="#">SS.6.G.2.Su.a:</a>	Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world.
<a href="#">SS.6.G.2.Pa.a:</a>	Recognize a way the environment affects people.

Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

[SS.6.G.2.2:](#)

**Remarks/Examples:**  
 Examples are city-states, provinces, kingdoms, empires.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.2.In.b:</a>	Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.
<a href="#">SS.6.G.2.Su.b:</a>	Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.
<a href="#">SS.6.G.2.Pa.b:</a>	Recognize a way the environment affects people.

Analyze the relationship of physical geography to the development of ancient river valley civilizations.

[SS.6.G.2.3:](#)

**Remarks/Examples:**  
 Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].

**Related Access Points**

Name	Description
<a href="#">SS.6.G.2.In.c:</a>	Identify effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley.
<a href="#">SS.6.G.2.Su.c:</a>	Recognize effects of living near the water, such as the Nile River Valley.
<a href="#">SS.6.G.2.Pa.c:</a>	Recognize a way living near water affects people.

Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

[SS.6.G.2.4:](#)

**Remarks/Examples:**  
 Examples are Egypt, Rome, Greece, China, Kush.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.2.In.d:</a>	Recognize ways the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.
<a href="#">SS.6.G.2.Su.d:</a>	Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.
<a href="#">SS.6.G.2.Pa.d:</a>	Recognize a way the geographical location of a country or civilization affects people.

Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

[SS.6.G.2.5:](#)

**Remarks/Examples:**  
 Examples are China limits and Greece invites.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.2.In.e:</a>	Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.
<a href="#">SS.6.G.2.Su.e:</a>	Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.
<a href="#">SS.6.G.2.Pa.e:</a>	Recognize a way a geographic boundary affects people.

Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

[SS.6.G.2.6:](#)

**Remarks/Examples:**  
 Examples are Phoenicia on Greece and Greece on Rome.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.2.In.f:</a>	Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques.

[SS.6.G.2.Su.f.](#) Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques.

[SS.6.G.2.Pa.f.](#) Recognize that people share culture.

[SS.6.G.2.7:](#) Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.2.In.g.</a>	Identify relative population density on a map.
<a href="#">SS.6.G.2.Su.g.</a>	Recognize relative population density on a map.
<a href="#">SS.6.G.2.Pa.g.</a>	Recognize a city on a map.

Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

[SS.6.G.3.1:](#)

#### Remarks/Examples:

Examples are terracing, seasonal crop rotations, resource development.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.3.In.a.</a>	Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations.
<a href="#">SS.6.G.3.Su.a.</a>	Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations.
<a href="#">SS.6.G.3.Pa.a.</a>	Recognize a characteristic of the environment necessary for agriculture.

Analyze the impact of human populations on the ancient world's ecosystems.

[SS.6.G.3.2:](#)

#### Remarks/Examples:

Examples are desertification, deforestation, abuse of resources, erosion.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.3.In.b.</a>	Identify an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.
<a href="#">SS.6.G.3.Su.b.</a>	Recognize an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.
<a href="#">SS.6.G.3.Pa.b.</a>	Recognize that humans affect the environment.

[SS.6.G.4.1:](#)

Explain how family and ethnic relationships influenced ancient cultures.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.4.In.a.</a>	Recognize ways family or ethnic relationships influenced ancient cultures.
<a href="#">SS.6.G.4.Su.a.</a>	Recognize characteristics of families in an ancient culture.
<a href="#">SS.6.G.4.Pa.a.</a>	Recognize a characteristic of families.

Use maps to trace significant migrations, and analyze their results.

[SS.6.G.4.2:](#)

#### Remarks/Examples:

Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.4.In.b.</a>	Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas.
<a href="#">SS.6.G.4.Su.b.</a>	Use a map to recognize human migration, such as prehistoric Asians to the Americas.
<a href="#">SS.6.G.4.Pa.b.</a>	Recognize a result of migration.

[SS.6.G.4.3:](#)

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.4.In.c.</a>	Identify a site in Africa or Asia where evidence of early human societies has been found.
<a href="#">SS.6.G.4.Su.c.</a>	Recognize an archeological site in Africa where evidence of early human societies has been found.
<a href="#">SS.6.G.4.Pa.c.</a>	Recognize a result of migration.

Map and analyze the impact of the spread of various belief systems in the ancient world.

[SS.6.G.4.4:](#)

#### Remarks/Examples:

Examples are Buddhism, Christianity, Judaism.

#### Related Access Points

Name	Description
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- [SS.6.G.4.In.d:](#) Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world.
- [SS.6.G.4.Su.d:](#) Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world.
- [SS.6.G.4.Pa.d:](#) Recognize that people have different religions (belief systems).

Identify the methods used to compensate for the scarcity of resources in the ancient world.

[SS.6.G.5.1:](#)

**Remarks/Examples:**

Examples are water in the Middle East, fertile soil, fuel.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.5.In.a:</a>	Recognize ways used to compensate for the scarcity of resources, such as water, fertile soil, and fuel, in the ancient world.
<a href="#">SS.6.G.5.Su.a:</a>	Recognize a way used to compensate for the scarcity of resources, such as water, fertile soil, or fuel, in the ancient world.
<a href="#">SS.6.G.5.Pa.a:</a>	Recognize a way people compensate for the scarcity of resources.

[SS.6.G.5.2:](#)

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.5.In.b:</a>	Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways.
<a href="#">SS.6.G.5.Su.b:</a>	Use geographic tools to identify a transportation network developed in an ancient civilization.
<a href="#">SS.6.G.5.Pa.b:</a>	Recognize a way people overcome barriers, such as developing transportation networks.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

[SS.6.G.5.3:](#)

**Remarks/Examples:**

Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.5.In.c:</a>	Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia.
<a href="#">SS.6.G.5.Su.c:</a>	Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations.
<a href="#">SS.6.G.5.Pa.c:</a>	Recognize an effect of a natural disaster.

[SS.6.G.6.1:](#)

Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.6.In.a:</a>	Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.
<a href="#">SS.6.G.6.Su.a:</a>	Recognize a way that geographers organize information, such as by places and regions or the environment.
<a href="#">SS.6.G.6.Pa.a:</a>	Recognize types of geographic information, such as places or spatial terms.

[SS.6.G.6.2:](#)

Compare maps of the world in ancient times with current political maps.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.6.In.b:</a>	Identify differences in ancient and current maps of the world.
<a href="#">SS.6.G.6.Su.b:</a>	Recognize differences in ancient and current maps of the world.
<a href="#">SS.6.G.6.Pa.b:</a>	Recognize differences between maps.

[SS.6.W.1.1:](#)

Use timelines to identify chronological order of historical events.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.1.In.a:</a>	Use a simple timeline to identify the sequence of historical events.
<a href="#">SS.6.W.1.Su.a:</a>	Use a simple pictorial timeline to identify the sequence of historical events.
<a href="#">SS.6.W.1.Pa.a:</a>	Use a simple pictorial timeline to identify an event.

[SS.6.W.1.2:](#)

Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.1.In.b:</a>	Identify terms for time periods, such as decade and century.
<a href="#">SS.6.W.1.Su.b:</a>	Recognize terms for time periods, such as a decade.
<a href="#">SS.6.W.1.Pa.b:</a>	Recognize terms that relate to time, such as today and tomorrow.

Interpret primary and secondary sources.

[SS.6.W.1.3:](#)

**Remarks/Examples:**

Examples are artifacts, images, auditory sources, written sources.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.1.In.c:</a>	Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.
<a href="#">SS.6.W.1.Su.c:</a>	Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.
<a href="#">SS.6.W.1.Pa.c:</a>	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.

Describe the methods of historical inquiry and how history relates to the other social sciences.

[SS.6.W.1.4:](#)

**Remarks/Examples:**

Examples are archaeology, geography, political science, economics.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.1.In.d:</a>	Identify basic methods of historical inquiry and how history relates to geography, economics, and civics.
<a href="#">SS.6.W.1.Su.d:</a>	Recognize a method of historical inquiry and how history relates to geography, economics, and civics.
<a href="#">SS.6.W.1.Pa.d:</a>	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.

[SS.6.W.1.5:](#)

Describe the roles of historians and recognize varying historical interpretations (historiography).

**Related Access Points**

Name	Description
<a href="#">SS.6.W.1.In.e:</a>	Identify the role of historians and recognize that interpretations of historians may differ.
<a href="#">SS.6.W.1.Su.e:</a>	Recognize the role of historians.
<a href="#">SS.6.W.1.Pa.e:</a>	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.

[SS.6.W.1.6:](#)

Describe how history transmits culture and heritage and provides models of human character.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.1.In.f:</a>	Identify how history transmits culture and models of human character.
<a href="#">SS.6.W.1.Su.f:</a>	Recognize how history transmits culture.
<a href="#">SS.6.W.1.Pa.f:</a>	Recognize a characteristic of culture.

[SS.6.W.2.1:](#)

Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.a:</a>	Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities.
<a href="#">SS.6.W.2.Su.a:</a>	Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities.
<a href="#">SS.6.W.2.Pa.a:</a>	Recognize that people need food and shelter.

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

[SS.6.W.2.10:](#)

**Remarks/Examples:**

Examples are Olmec, Zapotec, Chavin.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.j:</a>	Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion.
<a href="#">SS.6.W.2.Su.j:</a>	Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion.
<a href="#">SS.6.W.2.Pa.j:</a>	Recognize a characteristic of civilization, such as the use of technology.

[SS.6.W.2.2:](#)

Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.b:</a>	Identify ways that agriculture and metallurgy changed life in early civilizations, such as through the use of tools and cultivation of crops.
<a href="#">SS.6.W.2.Su.b:</a>	Recognize a way that agriculture and metallurgy changed life in early civilizations, such as through the use of tools or cultivation of crops.
<a href="#">SS.6.W.2.Pa.b:</a>	Recognize that tools make it easier to do work.

Identify the characteristics of civilization.

[SS.6.W.2.3:](#)

**Remarks/Examples:**

Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.c:</a>	Recognize common characteristics of civilizations, such as cities, technology, government, and religion.
<a href="#">SS.6.W.2.Su.c:</a>	Recognize a characteristic of civilizations, such as cities, technology, government, or religion.
<a href="#">SS.6.W.2.Pa.c:</a>	Recognize a characteristic of civilization, such as a city.

Compare the economic, political, social, and religious institutions of ancient river civilizations.

[SS.6.W.2.4:](#)

#### Remarks/Examples:

Examples are Nile, Tigris-Euphrates, Indus, Huang He.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.d:</a>	Recognize ways of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.
<a href="#">SS.6.W.2.Su.d:</a>	Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.
<a href="#">SS.6.W.2.Pa.d:</a>	Recognize a characteristic of civilization, such as a city.

Summarize important achievements of Egyptian civilization.

[SS.6.W.2.5:](#)

#### Remarks/Examples:

Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.e:</a>	Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification.
<a href="#">SS.6.W.2.Su.e:</a>	Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture.
<a href="#">SS.6.W.2.Pa.e:</a>	Recognize an achievement of civilization, such as art, architecture, writing, or technology.

Determine the contributions of key figures from ancient Egypt.

[SS.6.W.2.6:](#)

#### Remarks/Examples:

Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.f:</a>	Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun.
<a href="#">SS.6.W.2.Su.f:</a>	Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun.
<a href="#">SS.6.W.2.Pa.f:</a>	Recognize that civilizations had different leaders.

Summarize the important achievements of Mesopotamian civilization.

[SS.6.W.2.7:](#)

#### Remarks/Examples:

Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.g:</a>	Identify achievements of Mesopotamian civilization, such as writing, art and architecture, and technology—wheel, sail, and plow.
<a href="#">SS.6.W.2.Su.g:</a>	Recognize an achievement of Mesopotamian civilization, such as writing, art and architecture, or technology—wheel, sail, and plow.
<a href="#">SS.6.W.2.Pa.g:</a>	Recognize an achievement of civilization, such as art, architecture, writing, or technology.

Determine the impact of key figures from ancient Mesopotamian civilizations.

[SS.6.W.2.8:](#)

#### Remarks/Examples:

Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.h:</a>	Recognize the impact of selected key figures, such as Hammurabi, Nebuchadnezzar, and Cyrus, from ancient Mesopotamian civilizations.
<a href="#">SS.6.W.2.Su.h:</a>	Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations.
<a href="#">SS.6.W.2.Pa.h:</a>	Recognize that civilizations had different leaders.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

[SS.6.W.2.9:](#)

#### Remarks/Examples:

Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.

#### Related Access Points

Name	Description
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[SS.6.W.2.In.i:](#) Recognize key figures and a basic belief of the ancient Israelites, such as Abraham and Moses, and belief in monotheism and emphasis on individual worth and responsibility.

[SS.6.W.2.Su.i:](#) Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility.

[SS.6.W.2.Pa.i:](#) Recognize that civilizations had different leaders.

[SS.6.W.3.1:](#)

Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.a:</a>	Recognize cultural impacts of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, and written communication.
<a href="#">SS.6.W.3.Su.a:</a>	Recognize a cultural impact of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, or written communication.
<a href="#">SS.6.W.3.Pa.a:</a>	Recognize the impact of written communication.

[SS.6.W.3.10:](#)

Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.Su.j:</a>	Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty.

[SS.6.W.3.11:](#)

Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.k:</a>	Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice and role in government and were led by a dictator.
<a href="#">SS.6.W.3.Su.k:</a>	Recognize characteristics of ancient Roman life and culture.
<a href="#">SS.6.W.3.Pa.k:</a>	Recognize a characteristic of culture.

[SS.6.W.3.12:](#)

Explain the causes for the growth and longevity of the Roman Empire.

**Remarks/Examples:**  
Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.l:</a>	Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks.
<a href="#">SS.6.W.3.Su.l:</a>	Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, or extension of road networks.
<a href="#">SS.6.W.3.Pa.l:</a>	Recognize an achievement or contribution from ancient civilization.

[SS.6.W.3.13:](#)

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

**Remarks/Examples:**  
Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.m:</a>	Identify key figures and basic beliefs of early Christianity, such as Jesus and one god.
<a href="#">SS.6.W.3.Su.m:</a>	Recognize that the religion known as Christianity began a long time ago.
<a href="#">SS.6.W.3.Pa.m:</a>	Recognize a characteristic of religion.

[SS.6.W.3.14:](#)

Describe the key achievements and contributions of Roman civilization.

**Remarks/Examples:**  
Examples are art and architecture, engineering, law, literature, technology.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.n:</a>	Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology.
<a href="#">SS.6.W.3.Su.n:</a>	Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government.
<a href="#">SS.6.W.3.Pa.n:</a>	Recognize an achievement or contribution from ancient civilization.

[SS.6.W.3.15:](#)

Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

**Remarks/Examples:**  
Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.

### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.o:</a>	Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery.
<a href="#">SS.6.W.3.Su.o:</a>	Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery.
<a href="#">SS.6.W.3.Pa.o:</a>	Recognize a characteristic of a power struggle.

[SS.6.W.3.16:](#)

Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.p:</a>	Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves.
<a href="#">SS.6.W.3.Su.p:</a>	Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves.
<a href="#">SS.6.W.3.Pa.p:</a>	Recognize that people have different roles, such as citizens or soldiers.

Explain the spread and influence of the Latin language on Western Civilization.

[SS.6.W.3.17:](#)

<b>Remarks/Examples:</b> Examples are education, law, medicine, religion, science.
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### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.q:</a>	Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science.
<a href="#">SS.6.W.3.Su.q:</a>	Recognize an influence of different languages on civilization, such as in education or science.
<a href="#">SS.6.W.3.Pa.q:</a>	Recognize the importance of language.

[SS.6.W.3.18:](#)

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.r:</a>	Recognize factors in the rise and fall of the ancient east African kingdoms, such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles.
<a href="#">SS.6.W.3.Su.r:</a>	Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy.
<a href="#">SS.6.W.3.Pa.r:</a>	Recognize an achievement or contribution from ancient civilization.

[SS.6.W.3.2:](#)

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.b:</a>	Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.
<a href="#">SS.6.W.3.Su.b:</a>	Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation and voting.
<a href="#">SS.6.W.3.Pa.b:</a>	Recognize that citizens can vote for leaders.

[SS.6.W.3.3:](#)

Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.c:</a>	Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots).
<a href="#">SS.6.W.3.Su.c:</a>	Recognize a difference in characteristics of life in Athens and Sparta, such as the role of citizens, women, or children.
<a href="#">SS.6.W.3.Pa.c:</a>	Recognize that people have different roles, such as citizens or soldiers.

[SS.6.W.3.4:](#)

Explain the causes and effects of the Persian and Peloponnesian Wars.

### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.d:</a>	Recognize a cause and effect of the Persian War, such as Persia's desire to control Greece and the cooperation between Greek city-states to defend their homeland and maintain their independence.
<a href="#">SS.6.W.3.Su.d:</a>	Recognize that wars were fought to control Greece.
<a href="#">SS.6.W.3.Pa.d:</a>	Recognize that wars are fought for control.

Summarize the important achievements and contributions of ancient Greek civilization.

[SS.6.W.3.5:](#)

<b>Remarks/Examples:</b> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
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### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.e:</a>	Recognize important achievements and contributions of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, and science.
<a href="#">SS.6.W.3.Su.e:</a>	Recognize an important achievement and contribution of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, or science.
<a href="#">SS.6.W.3.Pa.e:</a>	Recognize an achievement or contribution from ancient civilization.

Determine the impact of key figures from ancient Greece.

[SS.6.W.3.6:](#)

<b>Remarks/Examples:</b> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
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### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.f:</a>	Identify the impact of a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.
<a href="#">SS.6.W.3.Su.f:</a>	Recognize a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.
<a href="#">SS.6.W.3.Pa.f:</a>	Recognize the importance of writers, leaders, scientists, soldiers, or teachers.

Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

[SS.6.W.3.7:](#)

<b>Remarks/Examples:</b> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
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### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.g:</a>	Recognize key contributions and figures associated with the Hellenistic Period, such as Stoicism, Alexander the Great, and Archimedes.
<a href="#">SS.6.W.3.Su.g:</a>	Recognize a key contribution or figure associated with the Hellenistic Period, such as Stoicism, Alexander the Great, or Archimedes.
<a href="#">SS.6.W.3.Pa.g:</a>	Recognize an achievement or contribution from ancient civilization.

Determine the impact of significant figures associated with ancient Rome.

[SS.6.W.3.8:](#)

<b>Remarks/Examples:</b> Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.
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### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.h:</a>	Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.
<a href="#">SS.6.W.3.Su.h:</a>	Recognize a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.
<a href="#">SS.6.W.3.Pa.h:</a>	Recognize the importance of writers, leaders, scientists, soldiers, or teachers.

[SS.6.W.3.9:](#)

Explain the impact of the Punic Wars on the development of the Roman Empire.

### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.i:</a>	Identify that Rome became an important power because it won the Punic Wars.
<a href="#">SS.6.W.3.Su.i:</a>	Recognize that Rome became an important power because it won a war.
<a href="#">SS.6.W.3.Pa.i:</a>	Recognize that wars are fought for control.

[SS.6.W.4.1:](#)

Discuss the significance of Aryan and other tribal migrations on Indian civilization.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.a:</a>	Recognize the significance of Aryan and other tribal migrations on Indian civilization, such as the spread of Hinduism.
<a href="#">SS.6.W.4.Su.a:</a>	Recognize that a group of people migrated to India and brought a new religion, Hinduism.
<a href="#">SS.6.W.4.Pa.a:</a>	Recognize an impact of migration.

[SS.6.W.4.10:](#)

Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.j:</a>	Recognize the significance of the silk roads and maritime routes for trade in Asia, East Africa, and the Mediterranean Basin.
<a href="#">SS.6.W.4.Su.j:</a>	Recognize that people traveled on land and water to trade goods and ideas in Asia, East Africa, and the Mediterranean Basin.
<a href="#">SS.6.W.4.Pa.j:</a>	Recognize that people exchange goods.

[SS.6.W.4.11:](#)

Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.k:</a>	Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks.
<a href="#">SS.6.W.4.Su.k:</a>	Recognize that the Mongols used fighting and fear to control other countries.
<a href="#">SS.6.W.4.Pa.k:</a>	Recognize that people fight to gain control of a country.

[SS.6.W.4.12:](#)

Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.l:</a>	Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe.
<a href="#">SS.6.W.4.Su.l:</a>	Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall.
<a href="#">SS.6.W.4.Pa.l:</a>	Recognize a characteristic of isolation.

[SS.6.W.4.2:](#)

Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

#### Remarks/Examples:

Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.b:</a>	Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system.
<a href="#">SS.6.W.4.Su.b:</a>	Recognize a major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system.
<a href="#">SS.6.W.4.Pa.b:</a>	Recognize that people have different beliefs (religions).

[SS.6.W.4.3:](#)

Recognize the political and cultural achievements of the Mauryan and Gupta empires.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.c:</a>	Recognize achievements of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, and astronomy.
<a href="#">SS.6.W.4.Su.c:</a>	Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy.
<a href="#">SS.6.W.4.Pa.c:</a>	Recognize an achievement or contribution of Asian civilizations.

[SS.6.W.4.4:](#)

Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

#### Remarks/Examples:

Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.d:</a>	Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment.
<a href="#">SS.6.W.4.Su.d:</a>	Recognize a teaching of Buddha, such as compassion, selflessness, or enlightenment.
<a href="#">SS.6.W.4.Pa.d:</a>	Recognize that people have different beliefs (religions).

[SS.6.W.4.5:](#)

Summarize the important achievements and contributions of ancient Indian civilization.

#### Remarks/Examples:

Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.e:</a>	Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.
<a href="#">SS.6.W.4.Su.e:</a>	Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.
<a href="#">SS.6.W.4.Pa.e:</a>	Recognize an achievement or contribution of Asian civilizations.

[SS.6.W.4.6:](#)

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.f:</a>	Identify that some Chinese dynasties believed their power came from the Mandate of Heaven.
<a href="#">SS.6.W.4.Su.f:</a>	Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven.
<a href="#">SS.6.W.4.Pa.f:</a>	Recognize that the leadership of government changes.

[SS.6.W.4.7:](#)

Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

#### Remarks/Examples:

Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.g:</a>	Identify basic teachings of Confucius, such as love and respect for one's family (filial piety) and the role of kinship in maintaining order.
<a href="#">SS.6.W.4.Su.g:</a>	Recognize a basic teaching of Confucius, such as love and respect for one's family (filial piety).
<a href="#">SS.6.W.4.Pa.g:</a>	Recognize an achievement or contribution of Asian civilizations.

Describe the contributions of classical and post classical China.

[SS.6.W.4.8:](#)

**Remarks/Examples:**  
Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.h:</a>	Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass.
<a href="#">SS.6.W.4.Su.h:</a>	Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass.
<a href="#">SS.6.W.4.Pa.h:</a>	Recognize an achievement or contribution of Asian civilizations.

Identify key figures from classical and post classical China.

[SS.6.W.4.9:](#)

**Remarks/Examples:**  
Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.i:</a>	Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall.
<a href="#">SS.6.W.4.Su.i:</a>	Recognize that the first emperor in China built the Great Wall.
<a href="#">SS.6.W.4.Pa.i:</a>	Recognize that Asian civilizations have leaders.

There are more than 378 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12892>



# Access M/J Civics and Career Planning (#7821023)

{ [M/J Civics & Career Planning - 2106016](#) }

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<b>Course Number:</b> 7821023	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J CIV & CP
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 7	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.								
<a href="#">HE.7.P.8.2:</a>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p><b>Remarks/Examples:</b> Bullying prevention, Internet safety, and nutritional choices.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.7.P.8.In.2:</a></td> <td>Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.</td> </tr> <tr> <td><a href="#">HE.7.P.8.Su.2:</a></td> <td>Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.</td> </tr> <tr> <td><a href="#">HE.7.P.8.Pa.2:</a></td> <td>Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.7.P.8.In.2:</a>	Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.	<a href="#">HE.7.P.8.Su.2:</a>	Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.	<a href="#">HE.7.P.8.Pa.2:</a>	Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.
Name	Description								
<a href="#">HE.7.P.8.In.2:</a>	Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.								
<a href="#">HE.7.P.8.Su.2:</a>	Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.								
<a href="#">HE.7.P.8.Pa.2:</a>	Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.								
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.								
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.								

<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.

<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
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<a href="#">LAFS.68.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
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<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
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<a href="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
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<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<a href="#">LAFS.7.SL.1.1:</a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
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**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.1.AP.1a:</a>	Discuss how own view or opinion changes using new information provided by others.
<a href="#">LAFS.7.SL.1.AP.1b:</a>	Describe how the claims within a speaker's argument match own argument.
<a href="#">LAFS.7.SL.1.AP.1c:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

<a href="#">LAFS.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.1.AP.2a:</a>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
<a href="#">LAFS.7.SL.1.AP.2b:</a>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
<a href="#">LAFS.7.SL.1.AP.2c:</a>	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.

<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
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**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.7.SL.1.AP.3b:</a>	Evaluate the soundness or accuracy of reasons presented to support a claim.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
<a href="#">LAFS.7.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

[SS.7.C.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.a:</a>	Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.
<a href="#">SS.7.C.1.Su.a:</a>	Recognize the United States Constitution was based on ideas from the past.
<a href="#">SS.7.C.1.Pa.a:</a>	Recognize that ideas of people influence others.

[SS.7.C.1.2:](#)

Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.b:</a>	Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."
<a href="#">SS.7.C.1.Su.b:</a>	Recognize an influence on the colonists' view of government, such as the Mayflower Compact.
<a href="#">SS.7.C.1.Pa.b:</a>	Recognize that ideas of people influence others.

[SS.7.C.1.3:](#)

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.c:</a>	Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.
<a href="#">SS.7.C.1.Su.c:</a>	Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.
<a href="#">SS.7.C.1.Pa.c:</a>	Recognize people in the American colonies were unhappy with the way England was treating them.

[SS.7.C.1.4:](#)

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.d:</a>	Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and cutting off trade with other countries.
<a href="#">SS.7.C.1.Su.d:</a>	Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries.
<a href="#">SS.7.C.1.Pa.d:</a>	Recognize people in the American colonies were unhappy with the way England was treating them.

[SS.7.C.1.5:](#)

Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.e:</a>	Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.
<a href="#">SS.7.C.1.Su.e:</a>	Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.
<a href="#">SS.7.C.1.Pa.e:</a>	Recognize that government can be changed.

[SS.7.C.1.6:](#)

Interpret the intentions of the Preamble of the Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.f:</a>	Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.
<a href="#">SS.7.C.1.Su.f:</a>	Recognize that the Preamble of the United States Constitution states the reasons the government was created.
<a href="#">SS.7.C.1.Pa.f:</a>	Recognize a reason for government.

[SS.7.C.1.7:](#)

Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.g:</a>	Identify examples of separation of powers in the Constitution, such as the three branches of government.
<a href="#">SS.7.C.1.Su.g:</a>	Recognize the powers of the branches of government of the United States.
<a href="#">SS.7.C.1.Pa.g:</a>	Recognize that the government has different parts.

[SS.7.C.1.8:](#)

Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.h:</a>	Identify an argument for and against the inclusion of a bill of rights in the Constitution.
<a href="#">SS.7.C.1.Su.h:</a>	Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.
<a href="#">SS.7.C.1.Pa.h:</a>	Recognize that both individuals and groups have rights.

[SS.7.C.1.9:](#)

Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.i:</a>	Identify how the rule of law is used in American government, such as people must follow the laws of the government.
<a href="#">SS.7.C.1.Su.i:</a>	Recognize that people must follow the laws of American government.
<a href="#">SS.7.C.1.Pa.i:</a>	Recognize that people must follow laws of government.

[SS.7.C.2.1:](#)

Define the term "citizen," and identify legal means of becoming a United States citizen.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.a:</a>	Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.
<a href="#">SS.7.C.2.Su.a:</a>	Recognize that a citizen is a legal resident of a country.
<a href="#">SS.7.C.2.Pa.a:</a>	Recognize a person who is an American citizen.

[SS.7.C.2.10:](#)

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.j:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.j:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.j:</a>	Recognize that the media influences people.

[SS.7.C.2.11:](#)

Analyze media and political communications (bias, symbolism, propaganda).

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.k:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.k:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.k:</a>	Recognize that the media influences people.

[SS.7.C.2.12:](#)

Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.l:</a>	Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.
<a href="#">SS.7.C.2.Su.l:</a>	Recognize a problem in the local community and an authority to respond to that problem.
<a href="#">SS.7.C.2.Pa.l:</a>	Recognize an authority to respond to a problem.

[SS.7.C.2.13:](#)

Examine multiple perspectives on public and current issues.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.m:</a>	Identify different perspectives on current issues.
<a href="#">SS.7.C.2.Su.m:</a>	Recognize different perspectives on current issues.
<a href="#">SS.7.C.2.Pa.m:</a>	Recognize a point of view on current issues.

Conduct a service project to further the public good.

[SS.7.C.2.14:](#)

#### Remarks/Examples:

The project can be at the school, community, state, national, or international level.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.n:</a>	Engage in a service project to further the public good, such as at school, community, or state levels.
<a href="#">SS.7.C.2.Su.n:</a>	Assist with a service project to further the public good, such as at school, community, or state levels.
<a href="#">SS.7.C.2.Pa.n:</a>	Participate in a service project to further the public good, such as at school, community, or state levels.

[SS.7.C.2.2:](#)

Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.b:</a>	Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
<a href="#">SS.7.C.2.Su.b:</a>	Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
<a href="#">SS.7.C.2.Pa.b:</a>	Recognize an obligation of citizens, such as obeying laws.

Experience the responsibilities of citizens at the local, state, or federal levels.

[SS.7.C.2.3:](#)

#### Remarks/Examples:

Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.c:</a>	Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.
<a href="#">SS.7.C.2.Su.c:</a>	Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.
<a href="#">SS.7.C.2.Pa.c:</a>	Recognize a responsibility of a good citizen, such as voting.

[SS.7.C.2.4:](#)

Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.d:</a>	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.Su.d:</a>	Recognize the rights of individuals in the Bill of Rights.
<a href="#">SS.7.C.2.Pa.d:</a>	Recognize a right of citizens guaranteed by law.

[SS.7.C.2.5:](#)

Distinguish how the Constitution safeguards and limits individual rights.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.e:</a>	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.Su.e:</a>	Recognize the rights of individuals in the Bill of Rights.
<a href="#">SS.7.C.2.Pa.e:</a>	Recognize a right of citizens guaranteed by law.

[SS.7.C.2.6:](#)

Simulate the trial process and the role of juries in the administration of justice.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.f:</a>	Identify the purpose of a jury in a trial.
<a href="#">SS.7.C.2.Su.f:</a>	Recognize the purpose of the jury in a trial.
<a href="#">SS.7.C.2.Pa.f:</a>	Recognize a right of citizens guaranteed by law.

[SS.7.C.2.7:](#)

Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.g:</a>	Describe the voting process for selecting leaders in the school or community.
<a href="#">SS.7.C.2.Su.g:</a>	Identify how to vote for a leader in the school or community.
<a href="#">SS.7.C.2.Pa.g:</a>	Recognize that people can vote to select a leader in the school or community.

[SS.7.C.2.8:](#)

Identify America's current political parties, and illustrate their ideas about government.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.h:</a>	Identify the current political parties in America.
<a href="#">SS.7.C.2.Su.h:</a>	Recognize the current political parties in America.
<a href="#">SS.7.C.2.Pa.h:</a>	Recognize that there are political parties in America.

[SS.7.C.2.9:](#)

Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

### Related Access Points

Name	Description
<a href="#">SS.7.C.2.In.i:</a>	Identify the qualifications of candidates for a political office.
<a href="#">SS.7.C.2.Su.i:</a>	Recognize that candidates run for a political office.
<a href="#">SS.7.C.2.Pa.i:</a>	Recognize a political office.

[SS.7.C.3.1:](#)

Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.a:</a>	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
<a href="#">SS.7.C.3.Su.a:</a>	Recognize different forms of government, such as democracy and communism.
<a href="#">SS.7.C.3.Pa.a:</a>	Recognize that in a democracy, people vote to elect government leaders.

[SS.7.C.3.10:](#)

Identify sources and types (civil, criminal, constitutional, military) of law.

### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.j:</a>	Identify how government makes a law.
<a href="#">SS.7.C.3.Su.j:</a>	Recognize how government makes a law.
<a href="#">SS.7.C.3.Pa.j:</a>	Recognize that the government makes laws.

[SS.7.C.3.11:](#)

Diagram the levels, functions, and powers of courts at the state and federal levels.

### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.k:</a>	Identify court systems, such as criminal and civil courts at different levels of government.
<a href="#">SS.7.C.3.Su.k:</a>	Recognize different court systems, such as criminal and civil courts.
<a href="#">SS.7.C.3.Pa.k:</a>	Recognize that courts settle conflicts.

[SS.7.C.3.12:](#)

Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

### Related Access Points

Name	Description
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[SS.7.C.3.In.l:](#) Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.

[SS.7.C.3.Su.l:](#) Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.

[SS.7.C.3.Pa.l:](#) Recognize that the Supreme Court recognizes that all citizens are equal.

[SS.7.C.3.13:](#)

Compare the constitutions of the United States and Florida.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.m:</a>	Describe the Constitution of the State of Florida.
<a href="#">SS.7.C.3.Su.m:</a>	Identify the Constitution of the State of Florida.
<a href="#">SS.7.C.3.Pa.m:</a>	Recognize that the State of Florida has laws.

[SS.7.C.3.14:](#)

Differentiate between local, state, and federal governments' obligations and services.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.n:</a>	Identify obligations and services of local, state, and federal governments.
<a href="#">SS.7.C.3.Su.n:</a>	Recognize major obligations and services of local, state, and federal governments.
<a href="#">SS.7.C.3.Pa.n:</a>	Recognize that local, state, and federal governments provide services.

[SS.7.C.3.2:](#)

Compare parliamentary, federal, confederal, and unitary systems of government.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.b:</a>	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
<a href="#">SS.7.C.3.Su.b:</a>	Recognize different forms of government, such as democracy and communism.
<a href="#">SS.7.C.3.Pa.b:</a>	Recognize that in a democracy, people vote to elect government leaders.

[SS.7.C.3.3:](#)

Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.c:</a>	Identify the major function of the three branches of the United States government established by the Constitution.
<a href="#">SS.7.C.3.Su.c:</a>	Recognize the major function of the three branches of the United States government.
<a href="#">SS.7.C.3.Pa.c:</a>	Recognize that the United States government has three parts.

[SS.7.C.3.4:](#)

Identify the relationship and division of powers between the federal government and state governments.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.d:</a>	Identify the relationship of power between the federal and state governments.
<a href="#">SS.7.C.3.Su.d:</a>	Recognize the relationship of power between the federal and state governments.
<a href="#">SS.7.C.3.Pa.d:</a>	Recognize that governments have different powers.

[SS.7.C.3.5:](#)

Explain the Constitutional amendment process.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.e:</a>	Identify steps to amending the Constitution.
<a href="#">SS.7.C.3.Su.e:</a>	Identify that the Constitution can be changed by amendments.
<a href="#">SS.7.C.3.Pa.e:</a>	Recognize that the government can change laws.

[SS.7.C.3.6:](#)

Evaluate Constitutional rights and their impact on individuals and society.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.f:</a>	Identify the rights of individuals provided by the Constitution and Bill of Rights.
<a href="#">SS.7.C.3.Su.f:</a>	Recognize the rights of individuals provided by the Constitution and Bill of Rights.
<a href="#">SS.7.C.3.Pa.f:</a>	Recognize individual rights provided by the government.

[SS.7.C.3.7:](#)

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.g:</a>	Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.
<a href="#">SS.7.C.3.Su.g:</a>	Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.

[SS.7.C.3.Pa.g:](#) Recognize that American citizens have the right to vote.

[SS.7.C.3.8:](#)

Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.h:</a>	Identify the major function of the three branches of the United States government established by the Constitution.
<a href="#">SS.7.C.3.Su.h:</a>	Recognize the major function of the three branches of the United States government.
<a href="#">SS.7.C.3.Pa.h:</a>	Recognize that the United States government has three parts.

[SS.7.C.3.9:](#)

Illustrate the law making process at the local, state, and federal levels.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.i:</a>	Identify how government makes a law.
<a href="#">SS.7.C.3.Su.i:</a>	Recognize how government makes a law.
<a href="#">SS.7.C.3.Pa.i:</a>	Recognize that the government makes laws.

[SS.7.C.4.1:](#)

Differentiate concepts related to United States domestic and foreign policy.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.4.In.a:</a>	Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.
<a href="#">SS.7.C.4.Su.a:</a>	Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).
<a href="#">SS.7.C.4.Pa.a:</a>	Recognize that the government solves problems.

Recognize government and citizen participation in international organizations.

[SS.7.C.4.2:](#)

#### Remarks/Examples:

Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.4.In.b:</a>	Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.
<a href="#">SS.7.C.4.Su.b:</a>	Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.
<a href="#">SS.7.C.4.Pa.b:</a>	Recognize that the United States helps other countries.

[SS.7.C.4.3:](#)

Describe examples of how the United States has dealt with international conflicts.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.4.In.c:</a>	Identify how the United States has been involved in an international conflict.
<a href="#">SS.7.C.4.Su.c:</a>	Recognize that the United States has been involved in an international conflict.
<a href="#">SS.7.C.4.Pa.c:</a>	Recognize an international conflict.

[SS.7.E.1.1:](#)

Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.a:</a>	Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.
<a href="#">SS.7.E.1.Su.a:</a>	Recognize characteristics of a market (buyers/sellers) economy.
<a href="#">SS.7.E.1.Pa.a:</a>	Recognize people use money to purchase goods and services.

[SS.7.E.1.2:](#)

Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.b:</a>	Identify differences in borrowing and lending money, including the use of credit.
<a href="#">SS.7.E.1.Su.b:</a>	Recognize differences in borrowing and lending money.
<a href="#">SS.7.E.1.Pa.b:</a>	Recognize the difference between a loan and a gift.

[SS.7.E.1.3:](#)

Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.c:</a>	Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.

[SS.7.E.1.Su.c:](#) Recognize common examples of the concepts of supply and demand, choice, and scarcity.

[SS.7.E.1.Pa.c:](#) Recognize an example of choice and scarcity.

[SS.7.E.1.4:](#)

Discuss the function of financial institutions in the development of a market economy.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.d:</a>	Identify different kinds of accounts and services provided by banks or other financial institutions.
<a href="#">SS.7.E.1.Su.d:</a>	Recognize common accounts provided by banks or other financial institutions.
<a href="#">SS.7.E.1.Pa.d:</a>	Recognize that a bank is a place to save money.

[SS.7.E.1.5:](#)

Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.e:</a>	Identify that profit and incentives motivate people and businesses to work harder.
<a href="#">SS.7.E.1.Su.e:</a>	Recognize that incentives motivate people to work.
<a href="#">SS.7.E.1.Pa.e:</a>	Recognize an incentive for completing work.

Compare the national budget process to the personal budget process.

[SS.7.E.1.6:](#)

#### Remarks/Examples:

Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.1.In.f:</a>	Identify an individual budget and how personal needs are used to develop it.
<a href="#">SS.7.E.1.Su.f:</a>	Recognize the parts of a budget and how personal needs are used to develop it.
<a href="#">SS.7.E.1.Pa.f:</a>	Recognize a plan (budget) to use resources, such as time, money, or materials.

[SS.7.E.2.1:](#)

Explain how federal, state, and local taxes support the economy as a function of the United States government.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.a:</a>	Identify how federal and local taxes are used by the government.
<a href="#">SS.7.E.2.Su.a:</a>	Recognize how taxes are used by the government.
<a href="#">SS.7.E.2.Pa.a:</a>	Recognize that taxes pay for services.

Describe the banking system in the United States and its impact on the money supply.

[SS.7.E.2.2:](#)

#### Remarks/Examples:

Examples are the Federal Reserve System and privately owned banks.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.b:</a>	Identify that the banking system in the United States controls the money supply and interest rates.
<a href="#">SS.7.E.2.Su.b:</a>	Recognize that the banking system in the United States controls money.
<a href="#">SS.7.E.2.Pa.b:</a>	Associate banks with money.

[SS.7.E.2.3:](#)

Identify and describe United States laws and regulations adopted to promote economic competition.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.c:</a>	Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.
<a href="#">SS.7.E.2.Su.c:</a>	Recognize that there are laws that affect the economy, such as patent laws.
<a href="#">SS.7.E.2.Pa.c:</a>	Recognize that businesses must follow rules.

[SS.7.E.2.4:](#)

Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

#### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.d:</a>	Identify people from diverse backgrounds who have created successful businesses.
<a href="#">SS.7.E.2.Su.d:</a>	Recognize people from diverse backgrounds who have created successful businesses.
<a href="#">SS.7.E.2.Pa.d:</a>	Recognize that people create businesses.

Explain how economic institutions impact the national economy.

[SS.7.E.2.5:](#)

#### Remarks/Examples:

Examples are the stock market, banks, credit unions.

### Related Access Points

Name	Description
<a href="#">SS.7.E.2.In.e:</a>	Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.
<a href="#">SS.7.E.2.Su.e:</a>	Recognize that financial institutions impact the national economy, such as banks and credit unions.
<a href="#">SS.7.E.2.Pa.e:</a>	Associate banks with money.

[SS.7.E.3.1:](#)

Explain how international trade requires a system for exchanging currency between and among nations.

### Related Access Points

Name	Description
<a href="#">SS.7.E.3.In.a:</a>	Recognize that currencies from different countries can be exchanged for trade.
<a href="#">SS.7.E.3.Su.a:</a>	Recognize that countries use different types of currency for trade.
<a href="#">SS.7.E.3.Pa.a:</a>	Recognize coins or bills from the United States.

[SS.7.E.3.2:](#)

Assess how the changing value of currency affects trade of goods and services between nations.

### Related Access Points

Name	Description
<a href="#">SS.7.E.3.In.b:</a>	Recognize that currencies from different countries can be exchanged for trade.
<a href="#">SS.7.E.3.Su.b:</a>	Recognize that countries use different types of currency for trade.
<a href="#">SS.7.E.3.Pa.b:</a>	Recognize coins or bills from the United States.

[SS.7.E.3.3:](#)

Compare and contrast a single resource economy with a diversified economy.

### Related Access Points

Name	Description
<a href="#">SS.7.E.3.In.c:</a>	Identify differences between a single resource economy and a diversified economy.
<a href="#">SS.7.E.3.Su.c:</a>	Recognize a difference between a single resource economy and a diversified economy.
<a href="#">SS.7.E.3.Pa.c:</a>	Recognize a product of an economy.

[SS.7.E.3.4:](#)

Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

### Related Access Points

Name	Description
<a href="#">SS.7.E.3.In.d:</a>	Identify characteristics of the standard of living in the United States and other countries.
<a href="#">SS.7.E.3.Su.d:</a>	Recognize characteristics of the standard of living in the United States.
<a href="#">SS.7.E.3.Pa.d:</a>	Recognize that some people have more than others.

[SS.7.G.1.1:](#)

Locate the fifty states and their capital cities in addition to the nation's capital on a map.

### Related Access Points

Name	Description
<a href="#">SS.7.G.1.In.a:</a>	Locate selected states, capitals, and the nation's capital on a map.
<a href="#">SS.7.G.1.Su.a:</a>	Locate selected states and their capitals on a map.
<a href="#">SS.7.G.1.Pa.a:</a>	Locate the United States on a map.

[SS.7.G.1.2:](#)

Locate on a world map the territories and protectorates of the United States of America.

<b>Remarks/Examples:</b> Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.
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### Related Access Points

Name	Description
<a href="#">SS.7.G.1.In.b:</a>	Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.
<a href="#">SS.7.G.1.Su.b:</a>	Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.
<a href="#">SS.7.G.1.Pa.b:</a>	Locate the United States on a map.

[SS.7.G.1.3:](#)

Interpret maps to identify geopolitical divisions and boundaries of places in North America.

### Related Access Points

Name	Description
<a href="#">SS.7.G.1.In.c:</a>	Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.
<a href="#">SS.7.G.1.Su.c:</a>	Identify the boundaries of United States, Canada, and Mexico on a map.
<a href="#">SS.7.G.1.Pa.c:</a>	Locate the United States on a map.

Locate major cultural landmarks that are emblematic of the United States.

[SS.7.G.2.1:](#)

<b>Remarks/Examples:</b> Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover
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Dam.

### Related Access Points

Name	Description
<a href="#">SS.7.G.2.In.a:</a>	Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.
<a href="#">SS.7.G.2.Su.a:</a>	Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.
<a href="#">SS.7.G.2.Pa.a:</a>	Associate a major cultural landmark with the United States, such as the Statue of Liberty.

Locate major physical landmarks that are emblematic of the United States.

[SS.7.G.2.2:](#)

#### Remarks/Examples:

Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

### Related Access Points

Name	Description
<a href="#">SS.7.G.2.In.b:</a>	Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains.
<a href="#">SS.7.G.2.Su.b:</a>	Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains.
<a href="#">SS.7.G.2.Pa.b:</a>	Associate a major physical landmark with the United States, such as the Grand Canyon.

[SS.7.G.2.3:](#)

Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

### Related Access Points

Name	Description
<a href="#">SS.7.G.2.In.c:</a>	Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.
<a href="#">SS.7.G.2.Su.c:</a>	Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.
<a href="#">SS.7.G.2.Pa.c:</a>	Recognize how a physical characteristic of a location affects people.

Describe current major cultural regions of North America.

[SS.7.G.2.4:](#)

#### Remarks/Examples:

Examples are the South, Rust-belt, Silicon Valley.

### Related Access Points

Name	Description
<a href="#">SS.7.G.2.In.d:</a>	Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.
<a href="#">SS.7.G.2.Su.d:</a>	Recognize a major cultural region of the United States, such as the South.
<a href="#">SS.7.G.2.Pa.d:</a>	Recognize a characteristic of culture in North America.

[SS.7.G.3.1:](#)

Use maps to describe the location, abundance, and variety of natural resources in North America.

### Related Access Points

Name	Description
<a href="#">SS.7.G.3.In.a:</a>	Use maps to identify natural resources in North America.
<a href="#">SS.7.G.3.Su.a:</a>	Use maps to recognize natural resources in North America.
<a href="#">SS.7.G.3.Pa.a:</a>	Use a pictorial map to recognize a natural resource.

[SS.7.G.4.1:](#)

Use geographic terms and tools to explain cultural diffusion throughout North America.

### Related Access Points

Name	Description
<a href="#">SS.7.G.4.In.a:</a>	Use geographic terms and tools to identify different cultures in North America.
<a href="#">SS.7.G.4.Su.a:</a>	Use geographic tools to recognize a different culture in North America.
<a href="#">SS.7.G.4.Pa.a:</a>	Use a geographic tool to recognize a characteristic of culture in North America.

[SS.7.G.4.2:](#)

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

### Related Access Points

Name	Description
<a href="#">SS.7.G.4.In.b:</a>	Use maps and other geographic tools to identify different population groups of the United States.
<a href="#">SS.7.G.4.Su.b:</a>	Use maps and other geographic tools to recognize a population group of the United States.
<a href="#">SS.7.G.4.Pa.b:</a>	Use a geographic tool to recognize a characteristic of culture in North America.

[SS.7.G.5.1:](#)

Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

#### Remarks/Examples:

Examples are tri-county mangrove decimation, beach erosion.

### Related Access Points

Name	Description
<a href="#">SS.7.G.5.In.a:</a>	Use a map to display information about issues of conservation or ecology in the local community.
<a href="#">SS.7.G.5.Su.a:</a>	Use a map to display information about an issue of conservation or ecology in the local community.
<a href="#">SS.7.G.5.Pa.a:</a>	Use a map to display information about the local environment.

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

[SS.7.G.6.1:](#)

#### Remarks/Examples:

Examples are population density, changes in census data, and district reapportionment over time.

### Related Access Points

Name	Description
<a href="#">SS.7.G.6.In.a:</a>	Use a form of technology to locate and view maps with current information about the United States, such as population density.
<a href="#">SS.7.G.6.Su.a:</a>	Use a form of technology to view maps with current information about a region of the United States, such as population maps.
<a href="#">SS.7.G.6.Pa.a:</a>	Use technology to view information about the United States.

There are more than 498 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12895>



# Access M/J United States History (#7821025)

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<b>Course Number:</b> 7821025	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS M/J US HIST
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Keywords:</b> history	
<b>Grade Level(s) Version:</b> 6,7,8	
<b>NCLB?</b> Yes	
	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.								
<a href="#">HE.8.C.2.4:</a>	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b> Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.8.C.2.In.d:</a></td> <td>Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.</td> </tr> <tr> <td><a href="#">HE.8.C.2.Su.d:</a></td> <td>Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.</td> </tr> <tr> <td><a href="#">HE.8.C.2.Pa.d:</a></td> <td>Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.8.C.2.In.d:</a>	Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.	<a href="#">HE.8.C.2.Su.d:</a>	Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.	<a href="#">HE.8.C.2.Pa.d:</a>	Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.
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<a href="#">HE.8.C.2.Pa.d:</a>	Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.								
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.								
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.								
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).								
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.								

<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>

<a href="#">LAFS.68.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
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<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
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<a href="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
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<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<a href="#">LAFS.8.SL.1.1:</a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
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**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.

<a href="#">LAFS.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.

<a href="#">LAFS.8.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
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**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

[LAFS.8.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
<a href="#">LAFS.8.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

[SS.8.A.1.1:](#)

<b>Remarks/Examples:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .
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**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.a:</a>	Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.
<a href="#">SS.8.A.1.Su.a:</a>	Select a supporting detail for an answer from a reference and ask questions to gather information.
<a href="#">SS.8.A.1.Pa.a:</a>	Ask simple questions to gather information.

[SS.8.A.1.2:](#)

Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.b:</a>	Interpret graphs, maps, photographs, and timelines.
<a href="#">SS.8.A.1.Su.b:</a>	Interpret simple graphs, maps, photographs, and pictorial timelines.
<a href="#">SS.8.A.1.Pa.b:</a>	Gather information from simple maps, photographs, and pictorial timelines.

Analyze current events relevant to American History topics through a variety of electronic and print media resources.

[SS.8.A.1.3:](#)

<b>Remarks/Examples:</b>
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Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.

### Related Access Points

Name	Description
<a href="#">SS.8.A.1.In.c:</a>	Identify current events relevant to American History topics using media resources and print.
<a href="#">SS.8.A.1.Su.c:</a>	Recognize current events relevant to American History topics using media resources and print.
<a href="#">SS.8.A.1.Pa.c:</a>	Recognize a current event in a media resource or book.

[SS.8.A.1.4:](#) Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

### Related Access Points

Name	Description
<a href="#">SS.8.A.1.In.d:</a>	Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.
<a href="#">SS.8.A.1.Su.d:</a>	Recognize fact and opinion and use appropriate resources and support materials to gather information.
<a href="#">SS.8.A.1.Pa.d:</a>	Use appropriate resources to obtain factual information.

[SS.8.A.1.5:](#) Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

### Related Access Points

Name	Description
<a href="#">SS.8.A.1.In.e:</a>	Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.
<a href="#">SS.8.A.1.Su.e:</a>	Recognize the author and purpose of significant historical documents.
<a href="#">SS.8.A.1.Pa.e:</a>	Use appropriate resources to obtain factual information.

Compare interpretations of key events and issues throughout American History.

[SS.8.A.1.6:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, historiography.

### Related Access Points

Name	Description
<a href="#">SS.8.A.1.In.f:</a>	Identify similarities and differences in points of view of historical interpretations of key events.
<a href="#">SS.8.A.1.Su.f:</a>	Recognize differences in points of view of historical interpretations of key events.
<a href="#">SS.8.A.1.Pa.f:</a>	Use appropriate resources to obtain factual information.

[SS.8.A.1.7:](#) View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

### Related Access Points

Name	Description
<a href="#">SS.8.A.1.In.g:</a>	Identify well-known historical events shown in art, writings, music, and artifacts.
<a href="#">SS.8.A.1.Su.g:</a>	Recognize well-known historical events shown in art, writings, music, or artifacts.
<a href="#">SS.8.A.1.Pa.g:</a>	Recognize a well-known historical event shown in art or artifacts.

Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

[SS.8.A.2.1:](#)

**Remarks/Examples:**  
This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.

### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.a:</a>	Recognize important differences among the European nations struggling for control over colonization of North America.
<a href="#">SS.8.A.2.Su.a:</a>	Recognize an important difference of each of the European nations struggling for control over colonization of North America.
<a href="#">SS.8.A.2.Pa.a:</a>	Recognize that different groups fought for ownership of the same land.

Compare the characteristics of the New England, Middle, and Southern colonies.

[SS.8.A.2.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.

### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.b:</a>	Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns.
<a href="#">SS.8.A.2.Su.b:</a>	Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns.
<a href="#">SS.8.A.2.Pa.b:</a>	Recognize social aspects of living in a colony.

Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

[SS.8.A.2.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.

### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.c:</a>	Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.
<a href="#">SS.8.A.2.Su.c:</a>	Recognize a characteristic of economic systems in the colonies, including the use of slaves.
<a href="#">SS.8.A.2.Pa.c:</a>	Recognize that workers are part of an economic system.

Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

[SS.8.A.2.4:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.

### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.d:</a>	Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.
<a href="#">SS.8.A.2.Su.d:</a>	Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.
<a href="#">SS.8.A.2.Pa.d:</a>	Recognize leaders who guide other people.

Discuss the impact of colonial settlement on Native American populations.

[SS.8.A.2.5:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.

### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.e:</a>	Identify the impact of colonial settlement on Native Americans.
<a href="#">SS.8.A.2.Su.e:</a>	Recognize the impact of colonial settlement on Native Americans.
<a href="#">SS.8.A.2.Pa.e:</a>	Recognize a change due to colonial settlement.

Examine the causes, course, and consequences of the French and Indian War.

[SS.8.A.2.6:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.

### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.f:</a>	Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.
<a href="#">SS.8.A.2.Su.f:</a>	Identify an outcome of the French and Indian War, such as that the French lost to the English.
<a href="#">SS.8.A.2.Pa.f:</a>	Recognize a change due to colonial settlement.

[SS.8.A.2.7:](#)

Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.g:</a>	Identify contributions of Africans, Native Americans, women, and children to colonial America.
<a href="#">SS.8.A.2.Su.g:</a>	Recognize contributions of Africans, Native Americans, women, and children to colonial America.
<a href="#">SS.8.A.2.Pa.g:</a>	Recognize a contribution of a key group to colonial society.

Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.

[SS.8.A.3.1:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.a:</a>	Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.
<a href="#">SS.8.A.3.Su.a:</a>	Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.
<a href="#">SS.8.A.3.Pa.a:</a>	Recognize that the colonists were unhappy with British rule.

[SS.8.A.3.10:](#)

Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

### Related Access Points

Name	Description
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[SS.8.A.3.In.j](#): Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.

[SS.8.A.3.Su.i](#): Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.

[SS.8.A.3.Pa.j](#): Recognize a way individuals or groups reach agreement.

[SS.8.A.3.11](#): Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.k</a>	Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.
<a href="#">SS.8.A.3.Su.k</a>	Recognize that some people supported and others opposed the Constitution.
<a href="#">SS.8.A.3.Pa.k</a>	Recognize a way individuals or groups reach agreement.

Examine the influences of George Washington's presidency in the formation of the new nation.

[SS.8.A.3.12](#):

#### Remarks/Examples:

Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.l</a>	Identify influences of George Washington's presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.
<a href="#">SS.8.A.3.Su.l</a>	Recognize an influence of George Washington's presidency, such as forming the Cabinet and establishing a national bank and money system.
<a href="#">SS.8.A.3.Pa.l</a>	Recognize that George Washington was the first president.

Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

[SS.8.A.3.13](#):

#### Remarks/Examples:

Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.m</a>	Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).
<a href="#">SS.8.A.3.Su.m</a>	Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).
<a href="#">SS.8.A.3.Pa.m</a>	Recognize that new leaders bring changes to the country.

Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

[SS.8.A.3.14](#):

#### Remarks/Examples:

Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.n</a>	Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.
<a href="#">SS.8.A.3.Su.n</a>	Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.
<a href="#">SS.8.A.3.Pa.n</a>	Recognize that new leaders bring changes to the country.

[SS.8.A.3.15](#):

Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.o</a>	Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.
<a href="#">SS.8.A.3.Su.o</a>	Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.
<a href="#">SS.8.A.3.Pa.o</a>	Recognize an aspect of the quality of life.

Examine key events in Florida history as each impacts this era of American history.

[SS.8.A.3.16](#):

#### Remarks/Examples:

Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.p:</a>	Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.
<a href="#">SS.8.A.3.Su.p:</a>	Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.
<a href="#">SS.8.A.3.Pa.p:</a>	Recognize a consequence of a key event in Florida during this era of American history.

Explain American colonial reaction to British policy from 1763 - 1774.

[SS.8.A.3.2:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.b:</a>	Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
<a href="#">SS.8.A.3.Su.b:</a>	Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
<a href="#">SS.8.A.3.Pa.b:</a>	Recognize that the colonists were unhappy with British rule.

Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

[SS.8.A.3.3:](#)

<b>Remarks/Examples:</b> Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.c:</a>	Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.
<a href="#">SS.8.A.3.Su.c:</a>	Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.
<a href="#">SS.8.A.3.Pa.c:</a>	Recognize a Founding Father, such as George Washington.

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

[SS.8.A.3.4:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.d:</a>	Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.
<a href="#">SS.8.A.3.Su.d:</a>	Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.
<a href="#">SS.8.A.3.Pa.d:</a>	Recognize ways groups help during times of war.

Describe the influence of individuals on social and political developments during the Revolutionary era.

[SS.8.A.3.5:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.e:</a>	Identify the influence of individuals on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.
<a href="#">SS.8.A.3.Su.e:</a>	Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.
<a href="#">SS.8.A.3.Pa.e:</a>	Recognize that an individual can influence social developments.

Examine the causes, course, and consequences of the American Revolution.

[SS.8.A.3.6:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.f:</a>	Identify major causes, events, and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
<a href="#">SS.8.A.3.Su.f:</a>	Recognize major causes and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.

[SS.8.A.3.Pa.f:](#) Recognize that the colonists were unhappy with British rule.

[SS.8.A.3.7:](#)

Examine the structure, content, and consequences of the Declaration of Independence.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.g:</a>	Identify important content of the Declaration of Independence.
<a href="#">SS.8.A.3.Su.g:</a>	Recognize the key ideas included in the Declaration of Independence.
<a href="#">SS.8.A.3.Pa.g:</a>	Recognize freedom as a goal of the Declaration of Independence.

Examine individuals and groups that affected political and social motivations during the American Revolution.

[SS.8.A.3.8:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.h:</a>	Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.
<a href="#">SS.8.A.3.Su.h:</a>	Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.
<a href="#">SS.8.A.3.Pa.h:</a>	Recognize ways groups help during times of war.

[SS.8.A.3.9:](#)

Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.i:</a>	Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.
<a href="#">SS.8.A.3.Su.i:</a>	Recognize that the Articles of Confederation set up a weak central government.
<a href="#">SS.8.A.3.Pa.i:</a>	Recognize that people can work together to set up a government.

[SS.8.A.4.1:](#)

Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.a:</a>	Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
<a href="#">SS.8.A.4.Su.a:</a>	Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
<a href="#">SS.8.A.4.Pa.a:</a>	Recognize a consequence of America's westward expansion.

[SS.8.A.4.10:](#)

Analyze the impact of technological advancements on the agricultural economy and slave labor.

#### Remarks/Examples:

Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.j:</a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
<a href="#">SS.8.A.4.Su.j:</a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
<a href="#">SS.8.A.4.Pa.j:</a>	Recognize the benefit of an invention.

[SS.8.A.4.11:](#)

Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.k:</a>	Identify characteristics of slave life on plantations, including resistance efforts.
<a href="#">SS.8.A.4.Su.k:</a>	Recognize characteristics of slave life on plantations.
<a href="#">SS.8.A.4.Pa.k:</a>	Recognize a characteristic of slave life on a plantation.

[SS.8.A.4.12:](#)

Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.l:</a>	Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
<a href="#">SS.8.A.4.Su.l:</a>	Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
<a href="#">SS.8.A.4.Pa.l:</a>	Recognize an unintended effect of a revolution.

[SS.8.A.4.13:](#)

Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.m:</a>	Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.
<a href="#">SS.8.A.4.Su.m:</a>	Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.
<a href="#">SS.8.A.4.Pa.m:</a>	Recognize a social justice issue.

[SS.8.A.4.14:](#)

Examine the causes, course, and consequences of the women’s suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.n:</a>	Identify the major causes, events, and consequences of the women’s suffrage movement.
<a href="#">SS.8.A.4.Su.n:</a>	Recognize the major cause and consequences of the women’s suffrage movement.
<a href="#">SS.8.A.4.Pa.n:</a>	Recognize that women can vote.

[SS.8.A.4.15:](#)

Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.o:</a>	Identify literature that supported social reform in the era of westward expansion.
<a href="#">SS.8.A.4.Su.o:</a>	Recognize stories and poems written to support social reform in the era of westward expansion.
<a href="#">SS.8.A.4.Pa.o:</a>	Recognize that stories tell about the era of westward expansion.

Identify key ideas and influences of Jacksonian democracy.

[SS.8.A.4.16:](#)

**Remarks/Examples:**  
 Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.p:</a>	Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.
<a href="#">SS.8.A.4.Su.p:</a>	Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.
<a href="#">SS.8.A.4.Pa.p:</a>	Recognize that new leaders bring change to the government.

Examine key events and peoples in Florida history as each impacts this era of American history.

[SS.8.A.4.17:](#)

**Remarks/Examples:**  
 Examples may include, but are not limited to, Andrew Jackson’s military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida’s constitution, Florida’s admittance to the Union as 27th state.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.q:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Su.q:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Pa.q:</a>	Recognize that Florida became a state.

Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida’s and America’s society and culture during the Territorial Period.

[SS.8.A.4.18:](#)

**Remarks/Examples:**  
 Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.r:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Su.r:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Pa.r:</a>	Recognize a contribution of a key group to Florida’s culture.

Describe the debate surrounding the spread of slavery into western territories and Florida.

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

**Remarks/Examples:**

Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.b:</a>	Identify reasons why people supported or opposed slavery in the western territories and Florida.
<a href="#">SS.8.A.4.Su.b:</a>	Recognize why people supported or opposed slavery in the western territories and Florida.
<a href="#">SS.8.A.4.Pa.b:</a>	Recognize that groups did not agree about slavery.

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

[SS.8.A.4.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.c:</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
<a href="#">SS.8.A.4.Su.c:</a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
<a href="#">SS.8.A.4.Pa.c:</a>	Recognize a consequence of America's westward expansion.

[SS.8.A.4.4:](#)

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.d:</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
<a href="#">SS.8.A.4.Su.d:</a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
<a href="#">SS.8.A.4.Pa.d:</a>	Recognize a consequence of America's westward expansion.

Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

[SS.8.A.4.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.e:</a>	Identify how transportation changed America's economy in the 1800s.
<a href="#">SS.8.A.4.Su.e:</a>	Recognize how transportation changed America's economy in the 1800s.
<a href="#">SS.8.A.4.Pa.e:</a>	Recognize an effect of transportation.

Identify technological improvements (inventions/inventors) that contributed to industrial growth.

[SS.8.A.4.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.f:</a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
<a href="#">SS.8.A.4.Su.f:</a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
<a href="#">SS.8.A.4.Pa.f:</a>	Recognize the benefit of an invention.

[SS.8.A.4.7:](#)

Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.g:</a>	Identify working conditions in textile mills in New England as they affected women and children.
<a href="#">SS.8.A.4.Su.g:</a>	Recognize working conditions in textile mills in New England in the 1800s.
<a href="#">SS.8.A.4.Pa.g:</a>	Recognize a characteristic of poor working conditions.

Describe the influence of individuals on social and political developments of this era in American History.

[SS.8.A.4.8:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.h:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Su.h:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Pa.h:</a>	Recognize a social justice issue.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

[SS.8.A.4.9:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.
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**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.i:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Su.i:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Pa.i:</a>	Recognize a social justice issue.

[SS.8.A.5.1:](#)

Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.a:</a>	Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.
<a href="#">SS.8.A.5.Su.a:</a>	Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.
<a href="#">SS.8.A.5.Pa.a:</a>	Recognize that groups of people disagreed about slavery.

Analyze the role of slavery in the development of sectional conflict.

[SS.8.A.5.2:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.
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**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.b:</a>	Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.
<a href="#">SS.8.A.5.Su.b:</a>	Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.
<a href="#">SS.8.A.5.Pa.b:</a>	Recognize that groups of people disagreed about slavery.

Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

[SS.8.A.5.3:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.
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**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.c:</a>	Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.
<a href="#">SS.8.A.5.Su.c:</a>	Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.
<a href="#">SS.8.A.5.Pa.c:</a>	Recognize that President Abraham Lincoln ended slavery.

[SS.8.A.5.4:](#)

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.d:</a>	Identify the Union and Confederate States at the outbreak of the Civil War.
<a href="#">SS.8.A.5.Su.d:</a>	Recognize the Union and Confederate States at the outbreak of the Civil War.
<a href="#">SS.8.A.5.Pa.d:</a>	Recognize that states disagreed about slavery.

Compare Union and Confederate strengths and weaknesses.

[SS.8.A.5.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.e:</a>	Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
<a href="#">SS.8.A.5.Su.e:</a>	Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
<a href="#">SS.8.A.5.Pa.e:</a>	Recognize a strength of groups in a war.

Compare significant Civil War battles and events and their effects on civilian populations.

[SS.8.A.5.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.f:</a>	Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.
<a href="#">SS.8.A.5.Su.f:</a>	Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.
<a href="#">SS.8.A.5.Pa.f:</a>	Recognize a strength of groups in a war.

Examine key events and peoples in Florida history as each impacts this era of American history.

[SS.8.A.5.7:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.g:</a>	Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
<a href="#">SS.8.A.5.Su.g:</a>	Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
<a href="#">SS.8.A.5.Pa.g:</a>	Recognize an aspect of the quality of life during the time of the Civil War.

Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

[SS.8.A.5.8:](#)

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.h:</a>	Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.
<a href="#">SS.8.A.5.Su.h:</a>	Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.
<a href="#">SS.8.A.5.Pa.h:</a>	Recognize an aspect of the quality of life during Reconstruction.

[SS.8.C.1.1:](#)

Identify the constitutional provisions for establishing citizenship.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.a:</a>	Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States.
<a href="#">SS.8.C.1.Su.a:</a>	Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.
<a href="#">SS.8.C.1.Pa.a:</a>	Recognize that people who are born in the United States are citizens.

[SS.8.C.1.2:](#)

Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.b:</a>	Identify different views held by colonists on self-government and rights and responsibilities of citizens.
<a href="#">SS.8.C.1.Su.b:</a>	Recognize different views that colonists held about the rights and responsibilities of citizens.
<a href="#">SS.8.C.1.Pa.b:</a>	Recognize a responsibility of citizens, such as keeping informed.

[SS.8.C.1.3:](#)

Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

**Related Access Points**

Name	Description
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<a href="#">SS.8.C.1.In.c:</a>	Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.
<a href="#">SS.8.C.1.Su.c:</a>	Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.
<a href="#">SS.8.C.1.Pa.c:</a>	Recognize an activity of citizens that reflects civic virtue, such as voting.

[SS.8.C.1.4:](#) Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.d:</a>	Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.
<a href="#">SS.8.C.1.Su.d:</a>	Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting.
<a href="#">SS.8.C.1.Pa.d:</a>	Recognize an activity of citizens that reflects civic virtue, such as voting.

[SS.8.C.1.5:](#) Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.e:</a>	Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.
<a href="#">SS.8.C.1.Su.e:</a>	Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.
<a href="#">SS.8.C.1.Pa.e:</a>	Recognize that the law guarantees individual rights.

[SS.8.C.1.6:](#) Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.f:</a>	Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.
<a href="#">SS.8.C.1.Su.f:</a>	Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.
<a href="#">SS.8.C.1.Pa.f:</a>	Recognize that men and women can vote in the United States.

[SS.8.C.2.1:](#) Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.2.In.a:</a>	Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.
<a href="#">SS.8.C.2.Su.a:</a>	Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.
<a href="#">SS.8.C.2.Pa.a:</a>	Recognize that the government in the United States is based on freedom.

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

[SS.8.E.1.1:](#) **Remarks/Examples:**  
Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.1.In.a:</a>	Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.
<a href="#">SS.8.E.1.Su.a:</a>	Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.
<a href="#">SS.8.E.1.Pa.a:</a>	Recognize that people work for incentives.

[SS.8.E.2.1:](#) Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.2.In.a:</a>	Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.
<a href="#">SS.8.E.2.Su.a:</a>	Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.
<a href="#">SS.8.E.2.Pa.a:</a>	Recognize a contribution of a person to the economy.

Explain the economic impact of government policies.

[SS.8.E.2.2:](#) **Remarks/Examples:**

Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

### Related Access Points

Name	Description
<a href="#">SS.8.E.2.In.b:</a>	Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery.
<a href="#">SS.8.E.2.Su.b:</a>	Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery.
<a href="#">SS.8.E.2.Pa.b:</a>	Recognize that the government collects taxes.

[SS.8.E.2.3:](#) Assess the role of Africans and other minority groups in the economic development of the United States.

### Related Access Points

Name	Description
<a href="#">SS.8.E.2.In.c:</a>	Identify the influence and contributions of Africans and other minorities in the economic development of the United States.
<a href="#">SS.8.E.2.Su.c:</a>	Recognize contributions of Africans or other minorities in the economic development of the United States.
<a href="#">SS.8.E.2.Pa.c:</a>	Recognize a contribution of a person to the economy.

Evaluate domestic and international interdependence.

[SS.8.E.3.1:](#)

**Remarks/Examples:**  
Examples are triangular trade routes and regional exchange of resources.

### Related Access Points

Name	Description
<a href="#">SS.8.E.3.In.a:</a>	Identify examples of domestic and international interdependence, such as regional exchange of resources.
<a href="#">SS.8.E.3.Su.a:</a>	Recognize ways that countries are interdependent, such as exchange of resources.
<a href="#">SS.8.E.3.Pa.a:</a>	Recognize that groups depend on each other.

[SS.8.G.1.1:](#) Use maps to explain physical and cultural attributes of major regions throughout American history.

### Related Access Points

Name	Description
<a href="#">SS.8.G.1.In.a:</a>	Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.
<a href="#">SS.8.G.1.Su.a:</a>	Use maps to recognize physical or cultural attributes of major regions of the United States.
<a href="#">SS.8.G.1.Pa.a:</a>	Use a map to recognize a physical or cultural attribute of the United States.

[SS.8.G.1.2:](#) Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

### Related Access Points

Name	Description
<a href="#">SS.8.G.1.In.b:</a>	Use appropriate geographic terms and tools to identify places and regions in American history.
<a href="#">SS.8.G.1.Su.b:</a>	Use appropriate geographic tools to recognize places and regions of the United States.
<a href="#">SS.8.G.1.Pa.b:</a>	Use a map to recognize a physical or cultural attribute of the United States.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

[SS.8.G.2.1:](#)

**Remarks/Examples:**  
Examples of physical elements are climate, terrain, resources.  
Examples of human elements are religion, government, economy, language, demography.

### Related Access Points

Name	Description
<a href="#">SS.8.G.2.In.a:</a>	Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.
<a href="#">SS.8.G.2.Su.a:</a>	Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.
<a href="#">SS.8.G.2.Pa.a:</a>	Recognize the effect of a physical element of a place, such as climate or terrain, on people.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

[SS.8.G.2.2:](#)

**Remarks/Examples:**  
Examples are cataclysmic natural disasters, shipwrecks.

### Related Access Points

Name	Description
<a href="#">SS.8.G.2.In.b:</a>	Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.
<a href="#">SS.8.G.2.Su.b:</a>	Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.

[SS.8.G.2.Pa.b:](#) Recognize a change in a place due to a natural disaster or other event in the United States.

[SS.8.G.2.3:](#) Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.2.In.c:</a>	Use geographic terms and tools to examine how selected regions in the United States have changed over time.
<a href="#">SS.8.G.2.Su.c:</a>	Use geographic tools to identify a way that a region in the United States has changed over time.
<a href="#">SS.8.G.2.Pa.c:</a>	Recognize a change in a place due to a natural disaster or other event in the United States.

[SS.8.G.3.1:](#) Locate and describe in geographic terms the major ecosystems of the United States.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.3.In.a:</a>	Locate and identify characteristics of major ecosystems of the United States.
<a href="#">SS.8.G.3.Su.a:</a>	Locate and recognize characteristics of selected major ecosystems of the United States.
<a href="#">SS.8.G.3.Pa.a:</a>	Recognize a characteristic of a major ecosystem.

[SS.8.G.3.2:](#) Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.3.In.b:</a>	Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.
<a href="#">SS.8.G.3.Su.b:</a>	Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.
<a href="#">SS.8.G.3.Pa.b:</a>	Recognize a resource as recyclable.

[SS.8.G.4.1:](#) Interpret population growth and other demographic data for any given place in the United States throughout its history.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.a:</a>	Identify changes in population for selected places in the United States over time.
<a href="#">SS.8.G.4.Su.a:</a>	Recognize changes in population for selected places in the United States over time.
<a href="#">SS.8.G.4.Pa.a:</a>	Recognize that change is a characteristic of population.

[SS.8.G.4.2:](#) Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.b:</a>	Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.
<a href="#">SS.8.G.4.Su.b:</a>	Use geographic tools to recognize effects of migration within the United States, such as westward expansion.
<a href="#">SS.8.G.4.Pa.b:</a>	Recognize that change is a characteristic of population.

[SS.8.G.4.3:](#) Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.c:</a>	Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time.
<a href="#">SS.8.G.4.Su.c:</a>	Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time.
<a href="#">SS.8.G.4.Pa.c:</a>	Use a geographic tool to recognize characteristics of trade, culture, or migration.

[SS.8.G.4.4:](#) Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.d:</a>	Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.
<a href="#">SS.8.G.4.Su.d:</a>	Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.
<a href="#">SS.8.G.4.Pa.d:</a>	Use a geographic tool to recognize characteristics of trade, culture, or migration.

[SS.8.G.4.5:](#) Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.e:</a>	Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.
<a href="#">SS.8.G.4.Su.e:</a>	Use geographic tools to recognize changes in cities and urban centers in the United States over time.
<a href="#">SS.8.G.4.Pa.e:</a>	Recognize characteristics of a city.

[SS.8.G.4.6:](#) Use political maps to describe changes in boundaries and governance throughout American history.

### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.f:</a>	Use political maps to identify changes in boundaries of the United States throughout American history.
<a href="#">SS.8.G.4.Su.f:</a>	Use political maps to recognize changes in boundaries of the United States throughout American history.
<a href="#">SS.8.G.4.Pa.f:</a>	Use a map to recognize a boundary.

[SS.8.G.5.1:](#) Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

### Related Access Points

Name	Description
<a href="#">SS.8.G.5.In.a:</a>	Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
<a href="#">SS.8.G.5.Su.a:</a>	Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
<a href="#">SS.8.G.5.Pa.a:</a>	Recognize that people use natural resources to satisfy basic needs.

Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

[SS.8.G.5.2:](#)

Remarks/Examples:
Examples are deforestation, urbanization, agriculture.

### Related Access Points

Name	Description
<a href="#">SS.8.G.5.In.b:</a>	Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.
<a href="#">SS.8.G.5.Su.b:</a>	Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.
<a href="#">SS.8.G.5.Pa.b:</a>	Recognize the impact of a human modification on the environment.

[SS.8.G.6.1:](#) Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

### Related Access Points

Name	Description
<a href="#">SS.8.G.6.In.a:</a>	Use maps and other graphic representations to describe geographic problems and changes in the United States over time.
<a href="#">SS.8.G.6.Su.a:</a>	Use a map or other graphic representation to identify a geographic problem or change in the United States.
<a href="#">SS.8.G.6.Pa.a:</a>	Use a map or other graphic representation to recognize a geographic change.

Illustrate places and events in U.S. history through the use of narratives and graphic representations.

[SS.8.G.6.2:](#)

Remarks/Examples:
Examples are maps, graphs, tables.

### Related Access Points

Name	Description
<a href="#">SS.8.G.6.In.b:</a>	Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.
<a href="#">SS.8.G.6.Su.b:</a>	Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.
<a href="#">SS.8.G.6.Pa.b:</a>	Create a simple representation about a place or event in the United States.

There are more than 357 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12893>



# Access M/J United States History and Career Planning (#7821026)

{ [M/J United States History & Career Planning - 2100015](#) }

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<b>Course Number:</b> 7821026	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Type:</b> Core	<b>Abbreviated Title:</b> ACCESS M/J USHI & CP
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s) Version:</b> 6,7,8	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description						
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.						
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.						
<a href="#">HE.8.C.2.4:</a>	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b> Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.8.C.2.In.d:</a></td> <td>Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.</td> </tr> <tr> <td><a href="#">HE.8.C.2.Su.d:</a></td> <td>Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.8.C.2.In.d:</a>	Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.	<a href="#">HE.8.C.2.Su.d:</a>	Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.
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<a href="#">HE.8.C.2.Su.d:</a>	Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.						

[HE.8.C.2.Pa.d:](#) Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.

- [LAFS.68.RH.1.1:](#) Cite specific textual evidence to support analysis of primary and secondary sources.
- [LAFS.68.RH.1.2:](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [LAFS.68.RH.1.3:](#) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- [LAFS.68.RH.2.4:](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- [LAFS.68.RH.2.5:](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).
- [LAFS.68.RH.2.6:](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- [LAFS.68.RH.3.7:](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [LAFS.68.RH.3.8:](#) Distinguish among fact, opinion, and reasoned judgment in a text.
- [LAFS.68.RH.3.9:](#) Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.5:](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.2.6:](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.68.WHST.3.8:](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#) Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.68.WHST.4.10:](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

[LAFS.8.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.

[LAFS.8.SL.1.2:](#) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.

[LAFS.8.SL.1.3:](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

[LAFS.8.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
<a href="#">LAFS.8.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

[SS.8.A.1.1:](#)

<b>Remarks/Examples:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .
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**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.a:</a>	Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.
<a href="#">SS.8.A.1.Su.a:</a>	Select a supporting detail for an answer from a reference and ask questions to gather information.
<a href="#">SS.8.A.1.Pa.a:</a>	Ask simple questions to gather information.

[SS.8.A.1.2:](#)

Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.b:</a>	Interpret graphs, maps, photographs, and timelines.
<a href="#">SS.8.A.1.Su.b:</a>	Interpret simple graphs, maps, photographs, and pictorial timelines.
<a href="#">SS.8.A.1.Pa.b:</a>	Gather information from simple maps, photographs, and pictorial timelines.

Analyze current events relevant to American History topics through a variety of electronic and print media resources.

[SS.8.A.1.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.c:</a>	Identify current events relevant to American History topics using media resources and print.
<a href="#">SS.8.A.1.Su.c:</a>	Recognize current events relevant to American History topics using media resources and print.
<a href="#">SS.8.A.1.Pa.c:</a>	Recognize a current event in a media resource or book.

[SS.8.A.1.4:](#)

Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.d:</a>	Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.
<a href="#">SS.8.A.1.Su.d:</a>	Recognize fact and opinion and use appropriate resources and support materials to gather information.
<a href="#">SS.8.A.1.Pa.d:</a>	Use appropriate resources to obtain factual information.

[SS.8.A.1.5:](#)

Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.e:</a>	Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.
<a href="#">SS.8.A.1.Su.e:</a>	Recognize the author and purpose of significant historical documents.
<a href="#">SS.8.A.1.Pa.e:</a>	Use appropriate resources to obtain factual information.

Compare interpretations of key events and issues throughout American History.

[SS.8.A.1.6:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, historiography.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.f:</a>	Identify similarities and differences in points of view of historical interpretations of key events.
<a href="#">SS.8.A.1.Su.f:</a>	Recognize differences in points of view of historical interpretations of key events.
<a href="#">SS.8.A.1.Pa.f:</a>	Use appropriate resources to obtain factual information.

[SS.8.A.1.7:](#)

View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.g:</a>	Identify well-known historical events shown in art, writings, music, and artifacts.
<a href="#">SS.8.A.1.Su.g:</a>	Recognize well-known historical events shown in art, writings, music, or artifacts.
<a href="#">SS.8.A.1.Pa.g:</a>	Recognize a well-known historical event shown in art or artifacts.

Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

[SS.8.A.2.1:](#)

**Remarks/Examples:**  
This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.a:</a>	Recognize important differences among the European nations struggling for control over colonization of North America.
<a href="#">SS.8.A.2.Su.a:</a>	Recognize an important difference of each of the European nations struggling for control over colonization of North America.
<a href="#">SS.8.A.2.Pa.a:</a>	Recognize that different groups fought for ownership of the same land.

Compare the characteristics of the New England, Middle, and Southern colonies.

[SS.8.A.2.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.

**Related Access Points**

Name	Description
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[SS.8.A.2.In.b:](#) Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns.

[SS.8.A.2.Su.b:](#) Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns.

[SS.8.A.2.Pa.b:](#) Recognize social aspects of living in a colony.

Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

[SS.8.A.2.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.c:</a>	Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.
<a href="#">SS.8.A.2.Su.c:</a>	Recognize a characteristic of economic systems in the colonies, including the use of slaves.
<a href="#">SS.8.A.2.Pa.c:</a>	Recognize that workers are part of an economic system.

Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

[SS.8.A.2.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.d:</a>	Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.
<a href="#">SS.8.A.2.Su.d:</a>	Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.
<a href="#">SS.8.A.2.Pa.d:</a>	Recognize leaders who guide other people.

Discuss the impact of colonial settlement on Native American populations.

[SS.8.A.2.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.e:</a>	Identify the impact of colonial settlement on Native Americans.
<a href="#">SS.8.A.2.Su.e:</a>	Recognize the impact of colonial settlement on Native Americans.
<a href="#">SS.8.A.2.Pa.e:</a>	Recognize a change due to colonial settlement.

Examine the causes, course, and consequences of the French and Indian War.

[SS.8.A.2.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.f:</a>	Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.
<a href="#">SS.8.A.2.Su.f:</a>	Identify an outcome of the French and Indian War, such as that the French lost to the English.
<a href="#">SS.8.A.2.Pa.f:</a>	Recognize a change due to colonial settlement.

[SS.8.A.2.7:](#)

Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.g:</a>	Identify contributions of Africans, Native Americans, women, and children to colonial America.
<a href="#">SS.8.A.2.Su.g:</a>	Recognize contributions of Africans, Native Americans, women, and children to colonial America.
<a href="#">SS.8.A.2.Pa.g:</a>	Recognize a contribution of a key group to colonial society.

Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.

[SS.8.A.3.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.a:</a>	Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.
<a href="#">SS.8.A.3.Su.a:</a>	Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.

[SS.8.A.3.Pa.a](#): Recognize that the colonists were unhappy with British rule.

[SS.8.A.3.10](#):

Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.j</a> :	Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.
<a href="#">SS.8.A.3.Su.j</a> :	Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.
<a href="#">SS.8.A.3.Pa.j</a> :	Recognize a way individuals or groups reach agreement.

[SS.8.A.3.11](#):

Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.k</a> :	Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.
<a href="#">SS.8.A.3.Su.k</a> :	Recognize that some people supported and others opposed the Constitution.
<a href="#">SS.8.A.3.Pa.k</a> :	Recognize a way individuals or groups reach agreement.

Examine the influences of George Washington's presidency in the formation of the new nation.

[SS.8.A.3.12](#):

**Remarks/Examples:**  
Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.l</a> :	Identify influences of George Washington's presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.
<a href="#">SS.8.A.3.Su.l</a> :	Recognize an influence of George Washington's presidency, such as forming the Cabinet and establishing a national bank and money system.
<a href="#">SS.8.A.3.Pa.l</a> :	Recognize that George Washington was the first president.

Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

[SS.8.A.3.13](#):

**Remarks/Examples:**  
Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.m</a> :	Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).
<a href="#">SS.8.A.3.Su.m</a> :	Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).
<a href="#">SS.8.A.3.Pa.m</a> :	Recognize that new leaders bring changes to the country.

Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

[SS.8.A.3.14](#):

**Remarks/Examples:**  
Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.n</a> :	Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.
<a href="#">SS.8.A.3.Su.n</a> :	Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.
<a href="#">SS.8.A.3.Pa.n</a> :	Recognize that new leaders bring changes to the country.

[SS.8.A.3.15](#):

Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.o</a> :	Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.
<a href="#">SS.8.A.3.Su.o</a> :	Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.
<a href="#">SS.8.A.3.Pa.o</a> :	Recognize an aspect of the quality of life.

Examine key events in Florida history as each impacts this era of American history.

[SS.8.A.3.16:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.p:</a>	Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.
<a href="#">SS.8.A.3.Su.p:</a>	Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.
<a href="#">SS.8.A.3.Pa.p:</a>	Recognize a consequence of a key event in Florida during this era of American history.

Explain American colonial reaction to British policy from 1763 - 1774.

[SS.8.A.3.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.b:</a>	Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
<a href="#">SS.8.A.3.Su.b:</a>	Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
<a href="#">SS.8.A.3.Pa.b:</a>	Recognize that the colonists were unhappy with British rule.

Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

[SS.8.A.3.3:](#)

**Remarks/Examples:**

Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.c:</a>	Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.
<a href="#">SS.8.A.3.Su.c:</a>	Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.
<a href="#">SS.8.A.3.Pa.c:</a>	Recognize a Founding Father, such as George Washington.

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

[SS.8.A.3.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.d:</a>	Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.
<a href="#">SS.8.A.3.Su.d:</a>	Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.
<a href="#">SS.8.A.3.Pa.d:</a>	Recognize ways groups help during times of war.

Describe the influence of individuals on social and political developments during the Revolutionary era.

[SS.8.A.3.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.e:</a>	Identify the influence of individuals on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.
<a href="#">SS.8.A.3.Su.e:</a>	Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.
<a href="#">SS.8.A.3.Pa.e:</a>	Recognize that an individual can influence social developments.

Examine the causes, course, and consequences of the American Revolution.

[SS.8.A.3.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.f.</a>	Identify major causes, events, and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
<a href="#">SS.8.A.3.Su.f.</a>	Recognize major causes and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
<a href="#">SS.8.A.3.Pa.f.</a>	Recognize that the colonists were unhappy with British rule.

[SS.8.A.3.7:](#)

Examine the structure, content, and consequences of the Declaration of Independence.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.g.</a>	Identify important content of the Declaration of Independence.
<a href="#">SS.8.A.3.Su.g.</a>	Recognize the key ideas included in the Declaration of Independence.
<a href="#">SS.8.A.3.Pa.g.</a>	Recognize freedom as a goal of the Declaration of Independence.

Examine individuals and groups that affected political and social motivations during the American Revolution.

[SS.8.A.3.8:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.h.</a>	Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.
<a href="#">SS.8.A.3.Su.h.</a>	Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.
<a href="#">SS.8.A.3.Pa.h.</a>	Recognize ways groups help during times of war.

[SS.8.A.3.9:](#)

Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.i.</a>	Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.
<a href="#">SS.8.A.3.Su.i.</a>	Recognize that the Articles of Confederation set up a weak central government.
<a href="#">SS.8.A.3.Pa.i.</a>	Recognize that people can work together to set up a government.

[SS.8.A.4.1:](#)

Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.a.</a>	Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
<a href="#">SS.8.A.4.Su.a.</a>	Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
<a href="#">SS.8.A.4.Pa.a.</a>	Recognize a consequence of America's westward expansion.

Analyze the impact of technological advancements on the agricultural economy and slave labor.

[SS.8.A.4.10:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.j.</a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
<a href="#">SS.8.A.4.Su.j.</a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
<a href="#">SS.8.A.4.Pa.j.</a>	Recognize the benefit of an invention.

[SS.8.A.4.11:](#)

Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.k.</a>	Identify characteristics of slave life on plantations, including resistance efforts.
<a href="#">SS.8.A.4.Su.k.</a>	Recognize characteristics of slave life on plantations.
<a href="#">SS.8.A.4.Pa.k.</a>	Recognize a characteristic of slave life on a plantation.

[SS.8.A.4.12:](#)

Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.l:</a>	Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
<a href="#">SS.8.A.4.Su.l:</a>	Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
<a href="#">SS.8.A.4.Pa.l:</a>	Recognize an unintended effect of a revolution.

[SS.8.A.4.13:](#)

Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.m:</a>	Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.
<a href="#">SS.8.A.4.Su.m:</a>	Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.
<a href="#">SS.8.A.4.Pa.m:</a>	Recognize a social justice issue.

[SS.8.A.4.14:](#)

Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.n:</a>	Identify the major causes, events, and consequences of the women's suffrage movement.
<a href="#">SS.8.A.4.Su.n:</a>	Recognize the major cause and consequences of the women's suffrage movement.
<a href="#">SS.8.A.4.Pa.n:</a>	Recognize that women can vote.

[SS.8.A.4.15:](#)

Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.o:</a>	Identify literature that supported social reform in the era of westward expansion.
<a href="#">SS.8.A.4.Su.o:</a>	Recognize stories and poems written to support social reform in the era of westward expansion.
<a href="#">SS.8.A.4.Pa.o:</a>	Recognize that stories tell about the era of westward expansion.

Identify key ideas and influences of Jacksonian democracy.

[SS.8.A.4.16:](#)

**Remarks/Examples:**  
 Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.p:</a>	Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.
<a href="#">SS.8.A.4.Su.p:</a>	Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.
<a href="#">SS.8.A.4.Pa.p:</a>	Recognize that new leaders bring change to the government.

Examine key events and peoples in Florida history as each impacts this era of American history.

[SS.8.A.4.17:](#)

**Remarks/Examples:**  
 Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.q:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Su.q:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Pa.q:</a>	Recognize that Florida became a state.

Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

[SS.8.A.4.18:](#)

**Remarks/Examples:**  
 Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.r.</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Su.r.</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Pa.r.</a>	Recognize a contribution of a key group to Florida's culture.

Describe the debate surrounding the spread of slavery into western territories and Florida.

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

<b>Remarks/Examples:</b> Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.b.</a>	Identify reasons why people supported or opposed slavery in the western territories and Florida.
<a href="#">SS.8.A.4.Su.b.</a>	Recognize why people supported or opposed slavery in the western territories and Florida.
<a href="#">SS.8.A.4.Pa.b.</a>	Recognize that groups did not agree about slavery.

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

[SS.8.A.4.3:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.c.</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
<a href="#">SS.8.A.4.Su.c.</a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
<a href="#">SS.8.A.4.Pa.c.</a>	Recognize a consequence of America's westward expansion.

[SS.8.A.4.4:](#)

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.d.</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
<a href="#">SS.8.A.4.Su.d.</a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
<a href="#">SS.8.A.4.Pa.d.</a>	Recognize a consequence of America's westward expansion.

Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

[SS.8.A.4.5:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.e.</a>	Identify how transportation changed America's economy in the 1800s.
<a href="#">SS.8.A.4.Su.e.</a>	Recognize how transportation changed America's economy in the 1800s.
<a href="#">SS.8.A.4.Pa.e.</a>	Recognize an effect of transportation.

Identify technological improvements (inventions/inventors) that contributed to industrial growth.

[SS.8.A.4.6:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.
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### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.f.</a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
<a href="#">SS.8.A.4.Su.f.</a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
<a href="#">SS.8.A.4.Pa.f.</a>	Recognize the benefit of an invention.

[SS.8.A.4.7:](#)

Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.g.</a>	Identify working conditions in textile mills in New England as they affected women and children.

[SS.8.A.4.Su.g:](#) Recognize working conditions in textile mills in New England in the 1800s.

[SS.8.A.4.Pa.g:](#) Recognize a characteristic of poor working conditions.

Describe the influence of individuals on social and political developments of this era in American History.

**Remarks/Examples:**

Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

[SS.8.A.4.8:](#)

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.h:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Su.h:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Pa.h:</a>	Recognize a social justice issue.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**Remarks/Examples:**

Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

[SS.8.A.4.9:](#)

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.i:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Su.i:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Pa.i:</a>	Recognize a social justice issue.

[SS.8.A.5.1:](#)

Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.a:</a>	Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.
<a href="#">SS.8.A.5.Su.a:</a>	Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.
<a href="#">SS.8.A.5.Pa.a:</a>	Recognize that groups of people disagreed about slavery.

Analyze the role of slavery in the development of sectional conflict.

**Remarks/Examples:**

Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

[SS.8.A.5.2:](#)

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.b:</a>	Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.
<a href="#">SS.8.A.5.Su.b:</a>	Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.
<a href="#">SS.8.A.5.Pa.b:</a>	Recognize that groups of people disagreed about slavery.

Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**Remarks/Examples:**

Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

[SS.8.A.5.3:](#)

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.c:</a>	Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.
<a href="#">SS.8.A.5.Su.c:</a>	Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.
<a href="#">SS.8.A.5.Pa.c:</a>	Recognize that President Abraham Lincoln ended slavery.

[SS.8.A.5.4:](#)

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.d:</a>	Identify the Union and Confederate States at the outbreak of the Civil War.
<a href="#">SS.8.A.5.Su.d:</a>	Recognize the Union and Confederate States at the outbreak of the Civil War.
<a href="#">SS.8.A.5.Pa.d:</a>	Recognize that states disagreed about slavery.

Compare Union and Confederate strengths and weaknesses.

[SS.8.A.5.5:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.e:</a>	Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
<a href="#">SS.8.A.5.Su.e:</a>	Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
<a href="#">SS.8.A.5.Pa.e:</a>	Recognize a strength of groups in a war.

Compare significant Civil War battles and events and their effects on civilian populations.

[SS.8.A.5.6:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.f:</a>	Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.
<a href="#">SS.8.A.5.Su.f:</a>	Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.
<a href="#">SS.8.A.5.Pa.f:</a>	Recognize a strength of groups in a war.

Examine key events and peoples in Florida history as each impacts this era of American history.

[SS.8.A.5.7:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.g:</a>	Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
<a href="#">SS.8.A.5.Su.g:</a>	Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
<a href="#">SS.8.A.5.Pa.g:</a>	Recognize an aspect of the quality of life during the time of the Civil War.

[SS.8.A.5.8:](#)

Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

#### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.h:</a>	Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.
<a href="#">SS.8.A.5.Su.h:</a>	Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.
<a href="#">SS.8.A.5.Pa.h:</a>	Recognize an aspect of the quality of life during Reconstruction.

[SS.8.C.1.1:](#)

Identify the constitutional provisions for establishing citizenship.

#### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.a:</a>	Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States.
<a href="#">SS.8.C.1.Su.a:</a>	Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.
<a href="#">SS.8.C.1.Pa.a:</a>	Recognize that people who are born in the United States are citizens.

[SS.8.C.1.2:](#)

Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

#### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.b:</a>	Identify different views held by colonists on self-government and rights and responsibilities of citizens.
<a href="#">SS.8.C.1.Su.b:</a>	Recognize different views that colonists held about the rights and responsibilities of citizens.
<a href="#">SS.8.C.1.Pa.b:</a>	Recognize a responsibility of citizens, such as keeping informed.

[SS.8.C.1.3:](#) Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.c:</a>	Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.
<a href="#">SS.8.C.1.Su.c:</a>	Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.
<a href="#">SS.8.C.1.Pa.c:</a>	Recognize an activity of citizens that reflects civic virtue, such as voting.

[SS.8.C.1.4:](#) Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.d:</a>	Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.
<a href="#">SS.8.C.1.Su.d:</a>	Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting.
<a href="#">SS.8.C.1.Pa.d:</a>	Recognize an activity of citizens that reflects civic virtue, such as voting.

[SS.8.C.1.5:](#) Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.e:</a>	Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.
<a href="#">SS.8.C.1.Su.e:</a>	Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.
<a href="#">SS.8.C.1.Pa.e:</a>	Recognize that the law guarantees individual rights.

[SS.8.C.1.6:](#) Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.1.In.f:</a>	Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.
<a href="#">SS.8.C.1.Su.f:</a>	Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.
<a href="#">SS.8.C.1.Pa.f:</a>	Recognize that men and women can vote in the United States.

[SS.8.C.2.1:](#) Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

**Related Access Points**

Name	Description
<a href="#">SS.8.C.2.In.a:</a>	Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.
<a href="#">SS.8.C.2.Su.a:</a>	Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.
<a href="#">SS.8.C.2.Pa.a:</a>	Recognize that the government in the United States is based on freedom.

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

[SS.8.E.1.1:](#)

**Remarks/Examples:**  
Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.1.In.a:</a>	Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.
<a href="#">SS.8.E.1.Su.a:</a>	Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.
<a href="#">SS.8.E.1.Pa.a:</a>	Recognize that people work for incentives.

[SS.8.E.2.1:](#) Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.2.In.a:</a>	Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.

[SS.8.E.2.Su.a:](#) Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.

[SS.8.E.2.Pa.a:](#) Recognize a contribution of a person to the economy.

Explain the economic impact of government policies.

[SS.8.E.2.2:](#)

**Remarks/Examples:**

Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.2.In.b:</a>	Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery.
<a href="#">SS.8.E.2.Su.b:</a>	Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery.
<a href="#">SS.8.E.2.Pa.b:</a>	Recognize that the government collects taxes.

[SS.8.E.2.3:](#)

Assess the role of Africans and other minority groups in the economic development of the United States.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.2.In.c:</a>	Identify the influence and contributions of Africans and other minorities in the economic development of the United States.
<a href="#">SS.8.E.2.Su.c:</a>	Recognize contributions of Africans or other minorities in the economic development of the United States.
<a href="#">SS.8.E.2.Pa.c:</a>	Recognize a contribution of a person to the economy.

Evaluate domestic and international interdependence.

[SS.8.E.3.1:](#)

**Remarks/Examples:**

Examples are triangular trade routes and regional exchange of resources.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.3.In.a:</a>	Identify examples of domestic and international interdependence, such as regional exchange of resources.
<a href="#">SS.8.E.3.Su.a:</a>	Recognize ways that countries are interdependent, such as exchange of resources.
<a href="#">SS.8.E.3.Pa.a:</a>	Recognize that groups depend on each other.

[SS.8.G.1.1:](#)

Use maps to explain physical and cultural attributes of major regions throughout American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.1.In.a:</a>	Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.
<a href="#">SS.8.G.1.Su.a:</a>	Use maps to recognize physical or cultural attributes of major regions of the United States.
<a href="#">SS.8.G.1.Pa.a:</a>	Use a map to recognize a physical or cultural attribute of the United States.

[SS.8.G.1.2:](#)

Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.1.In.b:</a>	Use appropriate geographic terms and tools to identify places and regions in American history.
<a href="#">SS.8.G.1.Su.b:</a>	Use appropriate geographic tools to recognize places and regions of the United States.
<a href="#">SS.8.G.1.Pa.b:</a>	Use a map to recognize a physical or cultural attribute of the United States.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

[SS.8.G.2.1:](#)

**Remarks/Examples:**

Examples of physical elements are climate, terrain, resources.

Examples of human elements are religion, government, economy, language, demography.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.2.In.a:</a>	Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.
<a href="#">SS.8.G.2.Su.a:</a>	Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.
<a href="#">SS.8.G.2.Pa.a:</a>	Recognize the effect of a physical element of a place, such as climate or terrain, on people.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

[SS.8.G.2.2:](#)

**Remarks/Examples:**

Examples are cataclysmic natural disasters, shipwrecks.

### Related Access Points

Name	Description
<a href="#">SS.8.G.2.In.b:</a>	Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.
<a href="#">SS.8.G.2.Su.b:</a>	Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.
<a href="#">SS.8.G.2.Pa.b:</a>	Recognize a change in a place due to a natural disaster or other event in the United States.

[SS.8.G.2.3:](#) Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

### Related Access Points

Name	Description
<a href="#">SS.8.G.2.In.c:</a>	Use geographic terms and tools to examine how selected regions in the United States have changed over time.
<a href="#">SS.8.G.2.Su.c:</a>	Use geographic tools to identify a way that a region in the United States has changed over time.
<a href="#">SS.8.G.2.Pa.c:</a>	Recognize a change in a place due to a natural disaster or other event in the United States.

[SS.8.G.3.1:](#) Locate and describe in geographic terms the major ecosystems of the United States.

### Related Access Points

Name	Description
<a href="#">SS.8.G.3.In.a:</a>	Locate and identify characteristics of major ecosystems of the United States.
<a href="#">SS.8.G.3.Su.a:</a>	Locate and recognize characteristics of selected major ecosystems of the United States.
<a href="#">SS.8.G.3.Pa.a:</a>	Recognize a characteristic of a major ecosystem.

[SS.8.G.3.2:](#) Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

### Related Access Points

Name	Description
<a href="#">SS.8.G.3.In.b:</a>	Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.
<a href="#">SS.8.G.3.Su.b:</a>	Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.
<a href="#">SS.8.G.3.Pa.b:</a>	Recognize a resource as recyclable.

[SS.8.G.4.1:](#) Interpret population growth and other demographic data for any given place in the United States throughout its history.

### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.a:</a>	Identify changes in population for selected places in the United States over time.
<a href="#">SS.8.G.4.Su.a:</a>	Recognize changes in population for selected places in the United States over time.
<a href="#">SS.8.G.4.Pa.a:</a>	Recognize that change is a characteristic of population.

[SS.8.G.4.2:](#) Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.b:</a>	Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.
<a href="#">SS.8.G.4.Su.b:</a>	Use geographic tools to recognize effects of migration within the United States, such as westward expansion.
<a href="#">SS.8.G.4.Pa.b:</a>	Recognize that change is a characteristic of population.

[SS.8.G.4.3:](#) Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.c:</a>	Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time.
<a href="#">SS.8.G.4.Su.c:</a>	Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time.
<a href="#">SS.8.G.4.Pa.c:</a>	Use a geographic tool to recognize characteristics of trade, culture, or migration.

[SS.8.G.4.4:](#) Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.d:</a>	Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.

[SS.8.G.4.Su.d:](#) Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.

[SS.8.G.4.Pa.d:](#) Use a geographic tool to recognize characteristics of trade, culture, or migration.

[SS.8.G.4.5:](#) Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.e:</a>	Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.
<a href="#">SS.8.G.4.Su.e:</a>	Use geographic tools to recognize changes in cities and urban centers in the United States over time.
<a href="#">SS.8.G.4.Pa.e:</a>	Recognize characteristics of a city.

[SS.8.G.4.6:](#) Use political maps to describe changes in boundaries and governance throughout American history.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.f:</a>	Use political maps to identify changes in boundaries of the United States throughout American history.
<a href="#">SS.8.G.4.Su.f:</a>	Use political maps to recognize changes in boundaries of the United States throughout American history.
<a href="#">SS.8.G.4.Pa.f:</a>	Use a map to recognize a boundary.

[SS.8.G.5.1:](#) Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.5.In.a:</a>	Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
<a href="#">SS.8.G.5.Su.a:</a>	Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
<a href="#">SS.8.G.5.Pa.a:</a>	Recognize that people use natural resources to satisfy basic needs.

Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

[SS.8.G.5.2:](#)

#### Remarks/Examples:

Examples are deforestation, urbanization, agriculture.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.5.In.b:</a>	Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.
<a href="#">SS.8.G.5.Su.b:</a>	Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.
<a href="#">SS.8.G.5.Pa.b:</a>	Recognize the impact of a human modification on the environment.

[SS.8.G.6.1:](#) Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.6.In.a:</a>	Use maps and other graphic representations to describe geographic problems and changes in the United States over time.
<a href="#">SS.8.G.6.Su.a:</a>	Use a map or other graphic representation to identify a geographic problem or change in the United States.
<a href="#">SS.8.G.6.Pa.a:</a>	Use a map or other graphic representation to recognize a geographic change.

Illustrate places and events in U.S. history through the use of narratives and graphic representations.

[SS.8.G.6.2:](#)

#### Remarks/Examples:

Examples are maps, graphs, tables.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.6.In.b:</a>	Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.
<a href="#">SS.8.G.6.Su.b:</a>	Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.
<a href="#">SS.8.G.6.Pa.b:</a>	Create a simple representation about a place or event in the United States.

There are more than 357 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12894>



# Career Education and Planning: 6-8 (#7821030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7821030  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas > **Abbreviated Title:** CAR ED PLAN: 6-8

## VERSION DESCRIPTION

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### Self-Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

### Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

### Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

### Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

## GENERAL NOTES

**A. Major Concepts/Content.** The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired postschool outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and post-secondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Advanced Academics: 6-8 (#7855040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7855040  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics-General >  
**Abbreviated Title:** ADV ACAD: 6-8

## GENERAL NOTES

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This course is meant to be used at each 6-8 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Special Note:** As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## Course Standards

Integrate Florida Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">G.K12.1.1.1a:</a>	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
<a href="#">G.K12.1.1.1b:</a>	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
<a href="#">G.K12.1.1.1c:</a>	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
<a href="#">G.K12.1.1.1d:</a>	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
<a href="#">G.K12.1.1.2a:</a>	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
<a href="#">G.K12.1.1.2b:</a>	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
<a href="#">G.K12.1.1.2c:</a>	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
<a href="#">G.K12.1.1.2d:</a>	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
<a href="#">G.K12.1.1.3a:</a>	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
<a href="#">G.K12.1.1.3b:</a>	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
<a href="#">G.K12.1.1.3c:</a>	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
<a href="#">G.K12.1.1.3d:</a>	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
<a href="#">G.K12.1.1.4a:</a>	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
<a href="#">G.K12.1.1.4b:</a>	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
<a href="#">G.K12.1.1.4c:</a>	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
<a href="#">G.K12.1.1.4d:</a>	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
<a href="#">G.K12.1.2.1a:</a>	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
<a href="#">G.K12.1.2.1b:</a>	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
<a href="#">G.K12.1.2.1c:</a>	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
<a href="#">G.K12.1.2.1d:</a>	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
<a href="#">G.K12.1.2.1e:</a>	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
<a href="#">G.K12.1.2.1f:</a>	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
<a href="#">G.K12.1.2.1g:</a>	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
<a href="#">G.K12.1.2.1h:</a>	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
<a href="#">G.K12.1.2.2a:</a>	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
<a href="#">G.K12.1.2.2b:</a>	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
<a href="#">G.K12.1.2.2c:</a>	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
<a href="#">G.K12.1.2.2d:</a>	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
<a href="#">G.K12.1.2.3a:</a>	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
<a href="#">G.K12.1.2.3b:</a>	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.
<a href="#">G.K12.1.2.3c:</a>	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
<a href="#">G.K12.1.2.3d:</a>	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
<a href="#">G.K12.1.3.1a:</a>	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
<a href="#">G.K12.1.3.1b:</a>	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
<a href="#">G.K12.1.3.1c:</a>	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.

<a href="#">G.K12.1.3.1d:</a>	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
<a href="#">G.K12.1.3.2a:</a>	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
<a href="#">G.K12.1.3.2b:</a>	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
<a href="#">G.K12.1.3.2c:</a>	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
<a href="#">G.K12.1.3.2d:</a>	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
<a href="#">G.K12.1.3.3a:</a>	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
<a href="#">G.K12.1.3.3b:</a>	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
<a href="#">G.K12.1.3.3c:</a>	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
<a href="#">G.K12.1.3.3d:</a>	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
<a href="#">G.K12.1.3.4a:</a>	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
<a href="#">G.K12.1.3.4b:</a>	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
<a href="#">G.K12.1.3.4c:</a>	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
<a href="#">G.K12.1.3.4d:</a>	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
<a href="#">G.K12.2.1.1a:</a>	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
<a href="#">G.K12.2.1.1b:</a>	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
<a href="#">G.K12.2.1.1c:</a>	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
<a href="#">G.K12.2.1.1d:</a>	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
<a href="#">G.K12.2.1.2a:</a>	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
<a href="#">G.K12.2.1.2b:</a>	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
<a href="#">G.K12.2.1.2c:</a>	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
<a href="#">G.K12.2.1.2d:</a>	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
<a href="#">G.K12.2.1.3a:</a>	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
<a href="#">G.K12.2.1.3b:</a>	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
<a href="#">G.K12.2.1.3c:</a>	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
<a href="#">G.K12.2.1.3d:</a>	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
<a href="#">G.K12.2.2.1a:</a>	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
<a href="#">G.K12.2.2.1b:</a>	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
<a href="#">G.K12.2.2.1c:</a>	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
<a href="#">G.K12.2.2.1d:</a>	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
<a href="#">G.K12.2.2.2a:</a>	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
<a href="#">G.K12.2.2.2b:</a>	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
<a href="#">G.K12.2.2.2c:</a>	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
<a href="#">G.K12.2.2.2d:</a>	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
<a href="#">G.K12.2.3.1a:</a>	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
<a href="#">G.K12.2.3.1b:</a>	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
<a href="#">G.K12.2.3.1c:</a>	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
<a href="#">G.K12.2.3.1d:</a>	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
<a href="#">G.K12.2.3.2a:</a>	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
<a href="#">G.K12.2.3.2b:</a>	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
<a href="#">G.K12.2.3.2c:</a>	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
<a href="#">G.K12.2.3.2d:</a>	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.
<a href="#">G.K12.3.1.1a:</a>	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
<a href="#">G.K12.3.1.1b:</a>	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
<a href="#">G.K12.3.1.1c:</a>	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
<a href="#">G.K12.3.1.1d:</a>	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
<a href="#">G.K12.3.1.2a:</a>	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
<a href="#">G.K12.3.1.2b:</a>	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
<a href="#">G.K12.3.1.2c:</a>	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.
<a href="#">G.K12.3.1.2d:</a>	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
<a href="#">G.K12.3.1.3a:</a>	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
<a href="#">G.K12.3.1.3b:</a>	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
<a href="#">G.K12.3.1.3c:</a>	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.
<a href="#">G.K12.3.1.3d:</a>	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
<a href="#">G.K12.3.2.1a:</a>	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
<a href="#">G.K12.3.2.1b:</a>	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
<a href="#">G.K12.3.2.1c:</a>	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.

<a href="#">G.K12.3.2.1d:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
<a href="#">G.K12.3.2.1e:</a>	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
<a href="#">G.K12.3.2.1f:</a>	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
<a href="#">G.K12.3.2.1g:</a>	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
<a href="#">G.K12.3.2.1h:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
<a href="#">G.K12.3.3.1a:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
<a href="#">G.K12.3.3.1b:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
<a href="#">G.K12.3.3.1c:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
<a href="#">G.K12.3.3.1d:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
<a href="#">G.K12.3.3.1e:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
<a href="#">G.K12.3.3.1f:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
<a href="#">G.K12.3.3.1g:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
<a href="#">G.K12.3.3.1h:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
<a href="#">G.K12.3.3.2a:</a>	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
<a href="#">G.K12.3.3.2b:</a>	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
<a href="#">G.K12.3.3.2c:</a>	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
<a href="#">G.K12.3.3.2d:</a>	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
<a href="#">G.K12.3.4.1a:</a>	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
<a href="#">G.K12.3.4.1b:</a>	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
<a href="#">G.K12.3.4.1c:</a>	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
<a href="#">G.K12.3.4.1d:</a>	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
<a href="#">G.K12.4.1.1a:</a>	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
<a href="#">G.K12.4.1.1b:</a>	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
<a href="#">G.K12.4.1.1c:</a>	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
<a href="#">G.K12.4.1.1d:</a>	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
<a href="#">G.K12.4.1.2a:</a>	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
<a href="#">G.K12.4.1.2b:</a>	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
<a href="#">G.K12.4.1.2c:</a>	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
<a href="#">G.K12.4.1.2d:</a>	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
<a href="#">G.K12.4.1.3a:</a>	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
<a href="#">G.K12.4.1.3b:</a>	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
<a href="#">G.K12.4.1.3c:</a>	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
<a href="#">G.K12.4.1.3d:</a>	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
<a href="#">G.K12.4.1.4a:</a>	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
<a href="#">G.K12.4.1.4b:</a>	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
<a href="#">G.K12.4.1.4c:</a>	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
<a href="#">G.K12.4.1.4d:</a>	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
<a href="#">G.K12.4.1.5a:</a>	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
<a href="#">G.K12.4.1.5b:</a>	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
<a href="#">G.K12.4.1.5c:</a>	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
<a href="#">G.K12.4.1.5d:</a>	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
<a href="#">G.K12.4.2.1a:</a>	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
<a href="#">G.K12.4.2.1b:</a>	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.
<a href="#">G.K12.4.2.1c:</a>	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
<a href="#">G.K12.4.2.1d:</a>	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
<a href="#">G.K12.4.2.2a:</a>	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
<a href="#">G.K12.4.2.2b:</a>	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
<a href="#">G.K12.4.2.2c:</a>	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
<a href="#">G.K12.4.2.2d:</a>	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
<a href="#">G.K12.4.2.3a:</a>	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
<a href="#">G.K12.4.2.3b:</a>	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
<a href="#">G.K12.4.2.3c:</a>	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
<a href="#">G.K12.4.2.3d:</a>	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
<a href="#">G.K12.4.2.4a:</a>	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
<a href="#">G.K12.4.2.4b:</a>	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
<a href="#">G.K12.4.2.4c:</a>	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
<a href="#">G.K12.4.2.4d:</a>	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
<a href="#">G.K12.4.3.1a:</a>	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
<a href="#">G.K12.4.3.1b:</a>	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
<a href="#">G.K12.4.3.1c:</a>	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.

<a href="#">G.K12.4.3.1d:</a>	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
<a href="#">G.K12.4.3.2a:</a>	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
<a href="#">G.K12.4.3.2b:</a>	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
<a href="#">G.K12.4.3.2c:</a>	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
<a href="#">G.K12.4.3.2d:</a>	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
<a href="#">G.K12.4.3.2e:</a>	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
<a href="#">G.K12.4.3.2f:</a>	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
<a href="#">G.K12.4.3.2g:</a>	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
<a href="#">G.K12.4.3.2h:</a>	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
<a href="#">G.K12.4.3.3a:</a>	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
<a href="#">G.K12.4.3.3b:</a>	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
<a href="#">G.K12.4.3.3c:</a>	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
<a href="#">G.K12.4.3.3d:</a>	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
<a href="#">G.K12.5.1.1a:</a>	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
<a href="#">G.K12.5.1.1b:</a>	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
<a href="#">G.K12.5.1.1c:</a>	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
<a href="#">G.K12.5.1.1d:</a>	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
<a href="#">G.K12.5.1.2a:</a>	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
<a href="#">G.K12.5.1.2b:</a>	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
<a href="#">G.K12.5.1.2c:</a>	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
<a href="#">G.K12.5.1.2d:</a>	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
<a href="#">G.K12.5.1.2e:</a>	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
<a href="#">G.K12.5.1.2f:</a>	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
<a href="#">G.K12.5.1.2g:</a>	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
<a href="#">G.K12.5.1.2h:</a>	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
<a href="#">G.K12.5.1.3a:</a>	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
<a href="#">G.K12.5.1.3b:</a>	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
<a href="#">G.K12.5.1.3c:</a>	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
<a href="#">G.K12.5.1.3d:</a>	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
<a href="#">G.K12.5.2.1a:</a>	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
<a href="#">G.K12.5.2.1b:</a>	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
<a href="#">G.K12.5.2.1c:</a>	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
<a href="#">G.K12.5.2.1d:</a>	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
<a href="#">G.K12.5.2.2a:</a>	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
<a href="#">G.K12.5.2.2b:</a>	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
<a href="#">G.K12.5.2.2c:</a>	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
<a href="#">G.K12.5.2.2d:</a>	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
<a href="#">G.K12.5.2.3a:</a>	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
<a href="#">G.K12.5.2.3b:</a>	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
<a href="#">G.K12.5.2.3c:</a>	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
<a href="#">G.K12.5.2.3d:</a>	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
<a href="#">G.K12.5.3.1a:</a>	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.
<a href="#">G.K12.5.3.1b:</a>	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
<a href="#">G.K12.5.3.1c:</a>	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
<a href="#">G.K12.5.3.1d:</a>	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
<a href="#">G.K12.5.3.2a:</a>	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
<a href="#">G.K12.5.3.2b:</a>	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
<a href="#">G.K12.5.3.2c:</a>	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
<a href="#">G.K12.5.3.2d:</a>	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
<a href="#">G.K12.5.3.3a:</a>	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
<a href="#">G.K12.5.3.3b:</a>	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.
<a href="#">G.K12.5.3.3c:</a>	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
<a href="#">G.K12.5.3.3d:</a>	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.
<a href="#">G.K12.5.3.4a:</a>	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.
<a href="#">G.K12.5.3.4b:</a>	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
<a href="#">G.K12.5.3.4c:</a>	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
<a href="#">G.K12.5.3.4d:</a>	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
<a href="#">G.K12.6.1.1a:</a>	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
<a href="#">G.K12.6.1.1b:</a>	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.

<a href="#">G.K12.6.1.1c:</a>	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
<a href="#">G.K12.6.1.1d:</a>	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
<a href="#">G.K12.6.1.2a:</a>	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
<a href="#">G.K12.6.1.2b:</a>	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
<a href="#">G.K12.6.1.2c:</a>	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
<a href="#">G.K12.6.1.2d:</a>	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
<a href="#">G.K12.6.1.3a:</a>	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.
<a href="#">G.K12.6.1.3b:</a>	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.
<a href="#">G.K12.6.1.3c:</a>	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
<a href="#">G.K12.6.1.3d:</a>	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
<a href="#">G.K12.6.1.4a:</a>	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
<a href="#">G.K12.6.1.4b:</a>	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
<a href="#">G.K12.6.1.4c:</a>	<b>Evaluation - Perform:</b> Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
<a href="#">G.K12.6.1.4d:</a>	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
<a href="#">G.K12.6.2.1a:</a>	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
<a href="#">G.K12.6.2.1b:</a>	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
<a href="#">G.K12.6.2.1c:</a>	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
<a href="#">G.K12.6.2.1d:</a>	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
<a href="#">G.K12.6.2.2a:</a>	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
<a href="#">G.K12.6.2.2b:</a>	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
<a href="#">G.K12.6.2.2c:</a>	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
<a href="#">G.K12.6.2.2d:</a>	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
<a href="#">G.K12.6.2.3a:</a>	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguishes between them.
<a href="#">G.K12.6.2.3b:</a>	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
<a href="#">G.K12.6.2.3c:</a>	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non- controllable events and behavior affect goal achievement.
<a href="#">G.K12.6.2.3d:</a>	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
<a href="#">G.K12.6.2.4a:</a>	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
<a href="#">G.K12.6.2.4b:</a>	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
<a href="#">G.K12.6.2.4c:</a>	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
<a href="#">G.K12.6.2.4d:</a>	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.
<a href="#">G.K12.6.3.1a:</a>	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
<a href="#">G.K12.6.3.1b:</a>	<b>Communication - Understand:</b> Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
<a href="#">G.K12.6.3.1c:</a>	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
<a href="#">G.K12.6.3.1d:</a>	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
<a href="#">G.K12.6.3.2a:</a>	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
<a href="#">G.K12.6.3.2b:</a>	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
<a href="#">G.K12.6.3.2c:</a>	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
<a href="#">G.K12.6.3.2d:</a>	<b>Talent Development - Accomplish:</b> Develop products and performances of professional quality through individual strengths in relationship to fields of study.
<a href="#">G.K12.6.3.3a:</a>	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
<a href="#">G.K12.6.3.3b:</a>	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
<a href="#">G.K12.6.3.3c:</a>	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
<a href="#">G.K12.6.3.3d:</a>	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
<a href="#">G.K12.6.3.4a:</a>	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
<a href="#">G.K12.6.3.4b:</a>	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
<a href="#">G.K12.6.3.4c:</a>	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.
<a href="#">G.K12.6.3.4d:</a>	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
<a href="#">G.K12.7.1.1a:</a>	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
<a href="#">G.K12.7.1.1b:</a>	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
<a href="#">G.K12.7.1.1c:</a>	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
<a href="#">G.K12.7.1.1d:</a>	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
<a href="#">G.K12.7.1.2a:</a>	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
<a href="#">G.K12.7.1.2b:</a>	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
<a href="#">G.K12.7.1.2c:</a>	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
<a href="#">G.K12.7.1.2d:</a>	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
<a href="#">G.K12.7.1.3a:</a>	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
<a href="#">G.K12.7.1.3b:</a>	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
<a href="#">G.K12.7.1.3c:</a>	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
<a href="#">G.K12.7.1.3d:</a>	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
<a href="#">G.K12.7.1.4a:</a>	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
<a href="#">G.K12.7.1.4b:</a>	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
<a href="#">G.K12.7.1.4c:</a>	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
<a href="#">G.K12.7.1.4d:</a>	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
<a href="#">G.K12.7.2.1a:</a>	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
<a href="#">G.K12.7.2.1b:</a>	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.

<a href="#">G.K12.7.2.1c:</a>	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
<a href="#">G.K12.7.2.1d:</a>	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
<a href="#">G.K12.7.2.2a:</a>	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
<a href="#">G.K12.7.2.2b:</a>	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
<a href="#">G.K12.7.2.2c:</a>	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
<a href="#">G.K12.7.2.2d:</a>	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
<a href="#">G.K12.7.2.3a:</a>	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.
<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.L.3.6:</a>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1:</a>	<b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.K12.W.1.1:</a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<a href="#">LAFS.K12.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">LAFS.K12.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<a href="#">LAFS.K12.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.K12.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">LAFS.K12.W.3.7:</a>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.K12.W.3.8:</a>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<a href="#">LAFS.K12.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">LAFS.K12.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

There are more than 32 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12849>



# Advanced Academics: 6-8 & Career Planning for Gifted Students (#7855042)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7855042  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics-General >  
**Abbreviated Title:** ADV ACAD:6-8&CP GIFT  
**Course Length:** Year (Y)

## GENERAL NOTES

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This course is meant to be used at each 6-8 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication

- career exploration

- leadership

- self-awareness

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Note:** As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## Course Standards

Integrate Florida Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">G.K12.1.1.1a:</a>	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
<a href="#">G.K12.1.1.1b:</a>	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
<a href="#">G.K12.1.1.1c:</a>	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
<a href="#">G.K12.1.1.1d:</a>	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
<a href="#">G.K12.1.1.2a:</a>	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
<a href="#">G.K12.1.1.2b:</a>	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
<a href="#">G.K12.1.1.2c:</a>	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
<a href="#">G.K12.1.1.2d:</a>	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
<a href="#">G.K12.1.1.3a:</a>	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
<a href="#">G.K12.1.1.3b:</a>	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
<a href="#">G.K12.1.1.3c:</a>	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
<a href="#">G.K12.1.1.3d:</a>	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
<a href="#">G.K12.1.1.4a:</a>	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
<a href="#">G.K12.1.1.4b:</a>	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
<a href="#">G.K12.1.1.4c:</a>	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
<a href="#">G.K12.1.1.4d:</a>	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
<a href="#">G.K12.1.2.1a:</a>	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
<a href="#">G.K12.1.2.1b:</a>	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
<a href="#">G.K12.1.2.1c:</a>	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
<a href="#">G.K12.1.2.1d:</a>	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
<a href="#">G.K12.1.2.1e:</a>	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
<a href="#">G.K12.1.2.1f:</a>	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
<a href="#">G.K12.1.2.1g:</a>	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
<a href="#">G.K12.1.2.1h:</a>	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
<a href="#">G.K12.1.2.2a:</a>	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
<a href="#">G.K12.1.2.2b:</a>	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.

<a href="#">G.K12.1.2.2c:</a>	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
<a href="#">G.K12.1.2.2d:</a>	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
<a href="#">G.K12.1.2.3a:</a>	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
<a href="#">G.K12.1.2.3b:</a>	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.
<a href="#">G.K12.1.2.3c:</a>	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
<a href="#">G.K12.1.2.3d:</a>	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
<a href="#">G.K12.1.3.1a:</a>	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
<a href="#">G.K12.1.3.1b:</a>	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
<a href="#">G.K12.1.3.1c:</a>	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
<a href="#">G.K12.1.3.1d:</a>	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
<a href="#">G.K12.1.3.2a:</a>	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
<a href="#">G.K12.1.3.2b:</a>	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
<a href="#">G.K12.1.3.2c:</a>	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
<a href="#">G.K12.1.3.2d:</a>	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
<a href="#">G.K12.1.3.3a:</a>	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
<a href="#">G.K12.1.3.3b:</a>	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
<a href="#">G.K12.1.3.3c:</a>	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
<a href="#">G.K12.1.3.3d:</a>	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
<a href="#">G.K12.1.3.4a:</a>	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
<a href="#">G.K12.1.3.4b:</a>	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
<a href="#">G.K12.1.3.4c:</a>	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
<a href="#">G.K12.1.3.4d:</a>	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
<a href="#">G.K12.2.1.1a:</a>	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
<a href="#">G.K12.2.1.1b:</a>	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
<a href="#">G.K12.2.1.1c:</a>	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
<a href="#">G.K12.2.1.1d:</a>	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
<a href="#">G.K12.2.1.2a:</a>	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
<a href="#">G.K12.2.1.2b:</a>	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
<a href="#">G.K12.2.1.2c:</a>	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
<a href="#">G.K12.2.1.2d:</a>	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
<a href="#">G.K12.2.1.3a:</a>	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
<a href="#">G.K12.2.1.3b:</a>	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
<a href="#">G.K12.2.1.3c:</a>	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
<a href="#">G.K12.2.1.3d:</a>	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
<a href="#">G.K12.2.2.1a:</a>	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
<a href="#">G.K12.2.2.1b:</a>	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
<a href="#">G.K12.2.2.1c:</a>	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
<a href="#">G.K12.2.2.1d:</a>	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
<a href="#">G.K12.2.2.2a:</a>	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
<a href="#">G.K12.2.2.2b:</a>	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
<a href="#">G.K12.2.2.2c:</a>	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
<a href="#">G.K12.2.2.2d:</a>	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
<a href="#">G.K12.2.3.1a:</a>	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
<a href="#">G.K12.2.3.1b:</a>	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
<a href="#">G.K12.2.3.1c:</a>	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
<a href="#">G.K12.2.3.1d:</a>	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
<a href="#">G.K12.2.3.2a:</a>	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
<a href="#">G.K12.2.3.2b:</a>	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
<a href="#">G.K12.2.3.2c:</a>	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
<a href="#">G.K12.2.3.2d:</a>	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.
<a href="#">G.K12.3.1.1a:</a>	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
<a href="#">G.K12.3.1.1b:</a>	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
<a href="#">G.K12.3.1.1c:</a>	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
<a href="#">G.K12.3.1.1d:</a>	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
<a href="#">G.K12.3.1.2a:</a>	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
<a href="#">G.K12.3.1.2b:</a>	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
<a href="#">G.K12.3.1.2c:</a>	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.

<a href="#">G.K12.3.1.2d:</a>	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
<a href="#">G.K12.3.1.3a:</a>	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
<a href="#">G.K12.3.1.3b:</a>	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
<a href="#">G.K12.3.1.3c:</a>	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.
<a href="#">G.K12.3.1.3d:</a>	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
<a href="#">G.K12.3.2.1a:</a>	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
<a href="#">G.K12.3.2.1b:</a>	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
<a href="#">G.K12.3.2.1c:</a>	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
<a href="#">G.K12.3.2.1d:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
<a href="#">G.K12.3.2.1e:</a>	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
<a href="#">G.K12.3.2.1f:</a>	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
<a href="#">G.K12.3.2.1g:</a>	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
<a href="#">G.K12.3.2.1h:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
<a href="#">G.K12.3.3.1a:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
<a href="#">G.K12.3.3.1b:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
<a href="#">G.K12.3.3.1c:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
<a href="#">G.K12.3.3.1d:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
<a href="#">G.K12.3.3.1e:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
<a href="#">G.K12.3.3.1f:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
<a href="#">G.K12.3.3.1g:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
<a href="#">G.K12.3.3.1h:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
<a href="#">G.K12.3.3.2a:</a>	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
<a href="#">G.K12.3.3.2b:</a>	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
<a href="#">G.K12.3.3.2c:</a>	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
<a href="#">G.K12.3.3.2d:</a>	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
<a href="#">G.K12.3.4.1a:</a>	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
<a href="#">G.K12.3.4.1b:</a>	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
<a href="#">G.K12.3.4.1c:</a>	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
<a href="#">G.K12.3.4.1d:</a>	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
<a href="#">G.K12.4.1.1a:</a>	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
<a href="#">G.K12.4.1.1b:</a>	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
<a href="#">G.K12.4.1.1c:</a>	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
<a href="#">G.K12.4.1.1d:</a>	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
<a href="#">G.K12.4.1.2a:</a>	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
<a href="#">G.K12.4.1.2b:</a>	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
<a href="#">G.K12.4.1.2c:</a>	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
<a href="#">G.K12.4.1.2d:</a>	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
<a href="#">G.K12.4.1.3a:</a>	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
<a href="#">G.K12.4.1.3b:</a>	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
<a href="#">G.K12.4.1.3c:</a>	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
<a href="#">G.K12.4.1.3d:</a>	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
<a href="#">G.K12.4.1.4a:</a>	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
<a href="#">G.K12.4.1.4b:</a>	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
<a href="#">G.K12.4.1.4c:</a>	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
<a href="#">G.K12.4.1.4d:</a>	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
<a href="#">G.K12.4.1.5a:</a>	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
<a href="#">G.K12.4.1.5b:</a>	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
<a href="#">G.K12.4.1.5c:</a>	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
<a href="#">G.K12.4.1.5d:</a>	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
<a href="#">G.K12.4.2.1a:</a>	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
<a href="#">G.K12.4.2.1b:</a>	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.
<a href="#">G.K12.4.2.1c:</a>	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
<a href="#">G.K12.4.2.1d:</a>	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
<a href="#">G.K12.4.2.2a:</a>	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
<a href="#">G.K12.4.2.2b:</a>	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
<a href="#">G.K12.4.2.2c:</a>	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
<a href="#">G.K12.4.2.2d:</a>	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.

<a href="#">G.K12.4.2.3a:</a>	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
<a href="#">G.K12.4.2.3b:</a>	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
<a href="#">G.K12.4.2.3c:</a>	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
<a href="#">G.K12.4.2.3d:</a>	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
<a href="#">G.K12.4.2.4a:</a>	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
<a href="#">G.K12.4.2.4b:</a>	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
<a href="#">G.K12.4.2.4c:</a>	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
<a href="#">G.K12.4.2.4d:</a>	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
<a href="#">G.K12.4.3.1a:</a>	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
<a href="#">G.K12.4.3.1b:</a>	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
<a href="#">G.K12.4.3.1c:</a>	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
<a href="#">G.K12.4.3.1d:</a>	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
<a href="#">G.K12.4.3.2a:</a>	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
<a href="#">G.K12.4.3.2b:</a>	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
<a href="#">G.K12.4.3.2c:</a>	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
<a href="#">G.K12.4.3.2d:</a>	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
<a href="#">G.K12.4.3.2e:</a>	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
<a href="#">G.K12.4.3.2f:</a>	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
<a href="#">G.K12.4.3.2g:</a>	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
<a href="#">G.K12.4.3.2h:</a>	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
<a href="#">G.K12.4.3.3a:</a>	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
<a href="#">G.K12.4.3.3b:</a>	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
<a href="#">G.K12.4.3.3c:</a>	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
<a href="#">G.K12.4.3.3d:</a>	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
<a href="#">G.K12.5.1.1a:</a>	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
<a href="#">G.K12.5.1.1b:</a>	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
<a href="#">G.K12.5.1.1c:</a>	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
<a href="#">G.K12.5.1.1d:</a>	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
<a href="#">G.K12.5.1.2a:</a>	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
<a href="#">G.K12.5.1.2b:</a>	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
<a href="#">G.K12.5.1.2c:</a>	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
<a href="#">G.K12.5.1.2d:</a>	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
<a href="#">G.K12.5.1.2e:</a>	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
<a href="#">G.K12.5.1.2f:</a>	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
<a href="#">G.K12.5.1.2g:</a>	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
<a href="#">G.K12.5.1.2h:</a>	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
<a href="#">G.K12.5.1.3a:</a>	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
<a href="#">G.K12.5.1.3b:</a>	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
<a href="#">G.K12.5.1.3c:</a>	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
<a href="#">G.K12.5.1.3d:</a>	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
<a href="#">G.K12.5.2.1a:</a>	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
<a href="#">G.K12.5.2.1b:</a>	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
<a href="#">G.K12.5.2.1c:</a>	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
<a href="#">G.K12.5.2.1d:</a>	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
<a href="#">G.K12.5.2.2a:</a>	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
<a href="#">G.K12.5.2.2b:</a>	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
<a href="#">G.K12.5.2.2c:</a>	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
<a href="#">G.K12.5.2.2d:</a>	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
<a href="#">G.K12.5.2.3a:</a>	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
<a href="#">G.K12.5.2.3b:</a>	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
<a href="#">G.K12.5.2.3c:</a>	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
<a href="#">G.K12.5.2.3d:</a>	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
<a href="#">G.K12.5.3.1a:</a>	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.
<a href="#">G.K12.5.3.1b:</a>	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
<a href="#">G.K12.5.3.1c:</a>	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
<a href="#">G.K12.5.3.1d:</a>	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
<a href="#">G.K12.5.3.2a:</a>	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
<a href="#">G.K12.5.3.2b:</a>	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
<a href="#">G.K12.5.3.2c:</a>	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
<a href="#">G.K12.5.3.2d:</a>	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.

<a href="#">G.K12.5.3.3a:</a>	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
<a href="#">G.K12.5.3.3b:</a>	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.
<a href="#">G.K12.5.3.3c:</a>	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
<a href="#">G.K12.5.3.3d:</a>	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.
<a href="#">G.K12.5.3.4a:</a>	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.
<a href="#">G.K12.5.3.4b:</a>	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
<a href="#">G.K12.5.3.4c:</a>	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
<a href="#">G.K12.5.3.4d:</a>	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
<a href="#">G.K12.6.1.1a:</a>	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
<a href="#">G.K12.6.1.1b:</a>	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
<a href="#">G.K12.6.1.1c:</a>	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
<a href="#">G.K12.6.1.1d:</a>	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
<a href="#">G.K12.6.1.2a:</a>	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
<a href="#">G.K12.6.1.2b:</a>	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
<a href="#">G.K12.6.1.2c:</a>	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
<a href="#">G.K12.6.1.2d:</a>	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
<a href="#">G.K12.6.1.3a:</a>	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.
<a href="#">G.K12.6.1.3b:</a>	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.
<a href="#">G.K12.6.1.3c:</a>	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
<a href="#">G.K12.6.1.3d:</a>	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
<a href="#">G.K12.6.1.4a:</a>	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
<a href="#">G.K12.6.1.4b:</a>	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
<a href="#">G.K12.6.1.4c:</a>	<b>Evaluation - Perform:</b> Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
<a href="#">G.K12.6.1.4d:</a>	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
<a href="#">G.K12.6.2.1a:</a>	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
<a href="#">G.K12.6.2.1b:</a>	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
<a href="#">G.K12.6.2.1c:</a>	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
<a href="#">G.K12.6.2.1d:</a>	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
<a href="#">G.K12.6.2.2a:</a>	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
<a href="#">G.K12.6.2.2b:</a>	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
<a href="#">G.K12.6.2.2c:</a>	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
<a href="#">G.K12.6.2.2d:</a>	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
<a href="#">G.K12.6.2.3a:</a>	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguishes between them.
<a href="#">G.K12.6.2.3b:</a>	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
<a href="#">G.K12.6.2.3c:</a>	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non- controllable events and behavior affect goal achievement.
<a href="#">G.K12.6.2.3d:</a>	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
<a href="#">G.K12.6.2.4a:</a>	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
<a href="#">G.K12.6.2.4b:</a>	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
<a href="#">G.K12.6.2.4c:</a>	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
<a href="#">G.K12.6.2.4d:</a>	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.
<a href="#">G.K12.6.3.1a:</a>	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
<a href="#">G.K12.6.3.1b:</a>	<b>Communication - Understand:</b> Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
<a href="#">G.K12.6.3.1c:</a>	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
<a href="#">G.K12.6.3.1d:</a>	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
<a href="#">G.K12.6.3.2a:</a>	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
<a href="#">G.K12.6.3.2b:</a>	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
<a href="#">G.K12.6.3.2c:</a>	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
<a href="#">G.K12.6.3.2d:</a>	<b>Talent Development - Accomplish:</b> Develop products and performances of professional quality through individual strengths in relationship to fields of study.
<a href="#">G.K12.6.3.3a:</a>	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
<a href="#">G.K12.6.3.3b:</a>	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
<a href="#">G.K12.6.3.3c:</a>	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
<a href="#">G.K12.6.3.3d:</a>	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
<a href="#">G.K12.6.3.4a:</a>	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
<a href="#">G.K12.6.3.4b:</a>	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
<a href="#">G.K12.6.3.4c:</a>	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.
<a href="#">G.K12.6.3.4d:</a>	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
<a href="#">G.K12.7.1.1a:</a>	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
<a href="#">G.K12.7.1.1b:</a>	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
<a href="#">G.K12.7.1.1c:</a>	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
<a href="#">G.K12.7.1.1d:</a>	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
<a href="#">G.K12.7.1.2a:</a>	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
<a href="#">G.K12.7.1.2b:</a>	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
<a href="#">G.K12.7.1.2c:</a>	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.

<a href="#">G.K12.7.1.2d:</a>	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
<a href="#">G.K12.7.1.3a:</a>	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
<a href="#">G.K12.7.1.3b:</a>	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
<a href="#">G.K12.7.1.3c:</a>	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
<a href="#">G.K12.7.1.3d:</a>	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
<a href="#">G.K12.7.1.4a:</a>	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
<a href="#">G.K12.7.1.4b:</a>	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
<a href="#">G.K12.7.1.4c:</a>	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
<a href="#">G.K12.7.1.4d:</a>	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
<a href="#">G.K12.7.2.1a:</a>	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
<a href="#">G.K12.7.2.1b:</a>	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
<a href="#">G.K12.7.2.1c:</a>	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
<a href="#">G.K12.7.2.1d:</a>	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
<a href="#">G.K12.7.2.2a:</a>	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
<a href="#">G.K12.7.2.2b:</a>	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
<a href="#">G.K12.7.2.2c:</a>	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
<a href="#">G.K12.7.2.2d:</a>	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
<a href="#">G.K12.7.2.3a:</a>	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.
<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.L.3.6:</a>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1:</a>	<b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.K12.W.1.1:</a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<a href="#">LAFS.K12.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">LAFS.K12.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<a href="#">LAFS.K12.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.K12.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">LAFS.K12.W.3.7:</a>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.K12.W.3.8:</a>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<a href="#">LAFS.K12.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">LAFS.K12.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

There are more than 32 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12851>



# Therapeutic Instructional Support: 6-8 (#7800010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7800010  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Non-Credit >  
**Abbreviated Title:** THRP INSTR SPT: 6-8

## GENERAL NOTES

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

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

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

**B. Special Note.** None.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**C. Course Requirements.**

After successfully completing this course, the student will:

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Hospital and Homebound Instructional Services: 6-8 (#7855020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7855020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Non-Credit >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> HH INST SER: 6-8
<b>Course Status:</b> Draft - Course Pending Approval	

## GENERAL NOTES

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

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

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

**B. Special Note.** None.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**C. Course Requirements.**

After successfully completing this course, the student will:

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Unique Skills Social and Emotional: 6-8 (#7863000)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7863000

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** U SKLS: SOC&EMO 6-8

**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.19.1b:</a>	Identify personal emotions and feelings and their impact on physical and mental well-being.
<a href="#">SP.PK12.US.19.2a:</a>	Identify personal strengths and areas of need.
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.4:</a>	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
<a href="#">SP.PK12.US.19.5b:</a>	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.7b:</a>	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
<a href="#">SP.PK12.US.20.1a:</a>	Identify a range of emotions and feelings of others.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.7b:</a>	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
<a href="#">SP.PK12.US.21.2b:</a>	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
<a href="#">SP.PK12.US.21.3:</a>	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
<a href="#">SP.PK12.US.21.4:</a>	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.





# Unique Skills: 6-8 (#7863010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7863010

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses > **Abbreviated Title:** U SKLS: 6-8 **Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or removed based on student needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3b:</a>	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
<a href="#">SP.PK12.US.1.1a:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.1c:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu.
<a href="#">SP.PK12.US.1.2b:</a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#">SP.PK12.US.1.2c:</a>	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
<a href="#">SP.PK12.US.1.4c:</a>	Develop mathematical skills and/or computational fluency for everyday living, such as accessing a bank account online, money-management skills, estimation skills, time and measurement skills, and interpretation of graphs, tables, schedules, and charts.

<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.6:</a>	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
<a href="#">SP.PK12.US.10.1b:</a>	Complete routines and tasks according to expectations, including the speed and accuracy of performance.
<a href="#">SP.PK12.US.10.2b:</a>	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.3:</a>	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
<a href="#">SP.PK12.US.19.1b:</a>	Identify personal emotions and feelings and their impact on physical and mental well-being.
<a href="#">SP.PK12.US.19.2b:</a>	Identify ways that personal strengths can compensate for areas of need.
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.4:</a>	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
<a href="#">SP.PK12.US.19.5b:</a>	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.7b:</a>	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
<a href="#">SP.PK12.US.2.3:</a>	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.7b:</a>	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
<a href="#">SP.PK12.US.21.1:</a>	Maintain appropriate behavior by following rules in classroom and school settings.
<a href="#">SP.PK12.US.21.2b:</a>	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
<a href="#">SP.PK12.US.21.3:</a>	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
<a href="#">SP.PK12.US.21.4:</a>	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
<a href="#">SP.PK12.US.21.5:</a>	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
<a href="#">SP.PK12.US.22.1:</a>	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various skills purposes across settings.
<a href="#">SP.PK12.US.3.1b:</a>	Apply skills and strategies to solve personal, school, community, and work problems.
<a href="#">SP.PK12.US.3.2b:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.
<a href="#">SP.PK12.US.3.3b:</a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
<a href="#">SP.PK12.US.3.4:</a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.
<a href="#">SP.PK12.US.3.7:</a>	Apply skills and strategies to use technology effectively to locate reliable information and services, participate in instruction and testing programs, communicate with others, and protect confidential information.
<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.

<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.10:</a>	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#">SP.PK12.US.5.3:</a>	<b>Answer different types of questions, such as yes/no, open ended, and "wh" questions.</b>
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.
<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.
<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.10:</a>	Recognize and convey personal information, including determining when to keep such information confidential.
<a href="#">SP.PK12.US.8.11b:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.3:</a>	Perform positive health practices, including preventative health care and fitness.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.
<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.
<a href="#">SP.PK12.US.9.2b:</a>	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
<a href="#">SP.PK12.US.9.3b:</a>	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.5b:</a>	Identify and follow rules when using various modes of transportation to access the community.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.
<a href="#">US.PK12.CM.1.1:</a>	Follow multi-step directions in sequence.
<a href="#">US.PK12.CM.1.2:</a>	Demonstrate understanding and recall of stories and information presented orally.



# Speech and Auditory Training: 6-8 (#7863020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7863020  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s) Version:** 6,7,8

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >  
**Abbreviated Title:** SPEECH AUD TRAIN:6-8  
**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.SA.10.1:</a>	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
<a href="#">SP.PK12.SA.2.1:</a>	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
<a href="#">SP.PK12.SA.3.1:</a>	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
<a href="#">SP.PK12.SA.5.1:</a>	Maintain (clean, care for, and troubleshoot) personal listening device.
<a href="#">SP.PK12.SA.5.2:</a>	Advocate for appropriate accommodations to compensate for deafness or hearing loss.
<a href="#">SP.PK12.SA.6.1:</a>	Demonstrate awareness of speech and nonspeech sounds.
<a href="#">SP.PK12.SA.7.1:</a>	Listen to, retrieve, and imitate speech and spoken language.
<a href="#">SP.PK12.SA.8.1:</a>	Indicate similarities and differences between two or more sounds or spoken words.
<a href="#">SP.PK12.SA.9.1:</a>	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.



# Unique Skills Independent Functioning: 6-8 (#7863030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7863030	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Special Skills Courses >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> U SKLS: IND FUNC 6-8
<b>Keywords:</b> Unique Skills	<b>Course Length:</b> Semester (S)
<b>Grade Level(s):</b> 6, 7, 8	

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.10.1a:</a>	Complete routines and tasks according to instructions and expectations.
<a href="#">SP.PK12.US.10.2b:</a>	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.10:</a>	Recognize and convey personal information, including determining when to keep such information confidential.
<a href="#">SP.PK12.US.8.11b:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.3:</a>	Perform positive health practices, including preventative health care and fitness.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.

<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.
<a href="#">SP.PK12.US.9.2a:</a>	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
<a href="#">SP.PK12.US.9.3b:</a>	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.5b:</a>	Identify and follow rules when using various modes of transportation to access the community.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.



# Unique Skills: Curriculum and Learning 6-8 (#7863040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7863040	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Special Skills Courses >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> U SKLS: CURR&LRN 6-8
<b>Keywords:</b> Unique Skills, Curriculum and Learning, 6-8, Skills and strategies	<b>Course Length:</b> Semester (S)
<b>Grade Level(s):</b> 6, 7, 8	<b>Grade Level(s) Version:</b> 6,7,8

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.1c:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu.
<a href="#">SP.PK12.US.1.2b:</a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.

<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
<a href="#">SP.PK12.US.3.1b:</a>	Apply skills and strategies to solve personal, school, community, and work problems.
<a href="#">SP.PK12.US.3.2a:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#">SP.PK12.US.3.2b:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.
<a href="#">SP.PK12.US.3.3b:</a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
<a href="#">SP.PK12.US.3.4:</a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.



# Unique Skills: Communication 6-8 (#7863050)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7863050

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High >

**Course Section:** Exceptional Student Education

**Subject:** Special Skills Courses >

**Abbreviated Title:** U SKLS: COMMUNIC 6-8

**Course Length:** Semester (S)

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

**Keywords:** Unique skills, Communications, 6-8, Skills and strategies

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

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

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in communication. If the student also receives speech or language therapy, consultation/collaboration with the speech and language pathologist is recommended/required.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of training, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3a:</a>	Initiate and participate in conversations with adults and peers.
<a href="#">SP.PK12.TP.5.3b:</a>	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.10:</a>	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#">SP.PK12.US.5.3:</a>	Answer different types of questions, such as yes/no, open ended, and "wh" questions.
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.
<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.

<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">US.PK12.CM.1.1:</a>	Follow multi-step directions in sequence.
<a href="#">US.PK12.CM.1.2:</a>	Demonstrate understanding and recall of stories and information presented orally.



# Orientation and Mobility: 6–8 (#7863060)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7863060	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Special Skills Courses >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> ORIEN MOBILITY: 6-8
	<b>Course Length:</b> Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment affects the students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.

Students identified as visually impaired should be referred for an orientation and mobility evaluation as changes in vision, functioning, or developmental needs are observed. Placement in this course is determined by an assessment performed by an orientation and mobility specialist.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school and community, settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

VISU IMPRD 6/ORIEN MOBL E

Any field when cert reflects bachelor/higher AND orientation and mobility endorsement

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.

<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.3:</a>	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.



# Expanded Skills: 6–8 (#7863070)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7863070

**Course Section:** Exceptional Student Education

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

**Keywords:** Expanded Skills

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** EXP SKLS: 6-8

**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students who are deaf or hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

This course is designed to reflect the wide range of abilities within the populations of students with this disability. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

HEAR IMPRD 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.DH.1.1b:</a>	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.
<a href="#">SP.PK12.DH.1.2b:</a>	Compare and contrast contributions of past and present figures of the Deaf community.
<a href="#">SP.PK12.DH.1.3b:</a>	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.
<a href="#">SP.PK12.DH.1.4a:</a>	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
<a href="#">SP.PK12.DH.1.4b:</a>	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.
<a href="#">SP.PK12.DH.2.3b:</a>	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
<a href="#">SP.PK12.DH.2.4b:</a>	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.
<a href="#">SP.PK12.DH.2.5:</a>	Request clarification of school assignments from teachers, family, and peers, when needed.
<a href="#">SP.PK12.DH.3.1b:</a>	Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.
<a href="#">SP.PK12.DH.3.2:</a>	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
<a href="#">SP.PK12.DH.3.3a:</a>	Identify the basic information on an audiogram.
<a href="#">SP.PK12.DH.3.3b:</a>	Explain the meaning of information on own audiogram to parents, teachers, and peers.

<a href="#">SP.PK12.DH.3.4:</a>	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
<a href="#">SP.PK12.DH.3.5a:</a>	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
<a href="#">SP.PK12.DH.3.6b:</a>	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.
<a href="#">SP.PK12.DH.3.7b:</a>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.
<a href="#">SP.PK12.DH.4.1:</a>	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
<a href="#">SP.PK12.DH.5.2a:</a>	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
<a href="#">SP.PK12.DH.5.2b:</a>	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.
<a href="#">SP.PK12.DH.5.4b:</a>	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
<a href="#">SP.PK12.DH.6.1b:</a>	Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.
<a href="#">SP.PK12.DH.6.1c:</a>	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.
<a href="#">SP.PK12.DH.6.2b:</a>	<b>Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.</b>
<a href="#">SP.PK12.DH.6.3b:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.
<a href="#">SP.PK12.DH.6.4b:</a>	Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
<a href="#">SP.PK12.DH.6.6:</a>	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.



# Expanded Core Competencies: 6–8 (#7863080)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7863080

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** EXP CORE COMP: 6-8

**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home and community environments, and independent living to achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).

This course is designed for students with visual impairments who need intensive individualized intervention in the unique skills that result from their disability. The presence of a visual impairment affects access to all areas of the curriculum.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP.

Instructional activities involving practical applications of course requirements may occur in home, school (including separate setting, small group, and individually), and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills, students may also be enrolled in an Orientation and Mobility Skills course.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

VISU IMPRD 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.VI.1.1:</a>	Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
<a href="#">SP.PK12.VI.1.2:</a>	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
<a href="#">SP.PK12.VI.1.3:</a>	Maintain a personal time management and organizational system for academic studies.
<a href="#">SP.PK12.VI.1.4:</a>	Perform fine motor tasks, such as handwriting/signature writing.
<a href="#">SP.PK12.VI.1.5:</a>	Use tactile discrimination skills to interpret objects, symbols, and graphics.
<a href="#">SP.PK12.VI.1.6:</a>	Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
<a href="#">SP.PK12.VI.1.7:</a>	Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.
<a href="#">SP.PK12.VI.2.1:</a>	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.2.2:</a>	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
<a href="#">SP.PK12.VI.2.3:</a>	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
<a href="#">SP.PK12.VI.2.4:</a>	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student’s developmental level.

<a href="#">SP.PK12.VI.2.5:</a>	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.
<a href="#">SP.PK12.VI.3.3:</a>	Describe opportunities in selected career clusters, including the outlook for employment, qualifications, and training requirements.
<a href="#">SP.PK12.VI.3.4:</a>	Identify elements of planning for transition, such as establishing postsecondary goals for education/training, employment, and independent living, if needed; course of study; and identifying transition service needs.
<a href="#">SP.PK12.VI.3.6:</a>	Identify local, state, and federal resources available for transition support for the general population, including students with vision impairments.
<a href="#">SP.PK12.VI.3.7:</a>	Demonstrate knowledge and skills students who are blind or visually impaired need to enter postsecondary education or training.
<a href="#">SP.PK12.VI.3.8:</a>	Participate actively in the development of the IEP with parents and school and/or agency representatives for planning for transition to adult living based on individual interests, abilities, and values.
<a href="#">SP.PK12.VI.4.2:</a>	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
<a href="#">SP.PK12.VI.4.3:</a>	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.
<a href="#">SP.PK12.VI.5.1:</a>	Identify personal body parts and analyze their location relative to self and the environment.
<a href="#">SP.PK12.VI.5.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.VI.5.3:</a>	Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.
<a href="#">SP.PK12.VI.5.4:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.VI.5.5:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.VI.5.6:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.VI.5.7:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.VI.6.2:</a>	Navigate and manipulate the presentation format of auditory resources as needed.
<a href="#">SP.PK12.VI.7.1b:</a>	Explain own visual impairment, and its functional implications, and support resources within the medical and rehabilitation fields.
<a href="#">SP.PK12.VI.7.2b:</a>	Identify own interests, strengths, preferences, and needs.
<a href="#">SP.PK12.VI.7.3a:</a>	Identify personal strengths, competencies, and challenges.
<a href="#">SP.PK12.VI.7.4:</a>	Explain possible coping strategies for managing stressors.
<a href="#">SP.PK12.VI.7.5:</a>	Describe goals in self-advocating using appropriate communication and assertiveness.
<a href="#">SP.PK12.VI.8.1:</a>	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
<a href="#">SP.PK12.VI.8.2:</a>	Respond to and summarize instructional level information presented in an auditory format.
<a href="#">SP.PK12.VI.9.1:</a>	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.10:</a>	Demonstrate the ability to acquire materials and services providing support for independent-living activities, such as audiobooks and playback devices and household utensils.
<a href="#">SP.PK12.VI.9.11:</a>	Identify personal/household safety and manage procedures for maintaining a safe environment, such as fire safety, storm preparedness, and obtaining available agency support.
<a href="#">SP.PK12.VI.9.2:</a>	Identify strategies for managing personal wellness using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.3:</a>	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.4:</a>	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.5a:</a>	Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.6:</a>	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.7b:</a>	Demonstrate steps to purchase items from different vendors and stores using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.8b:</a>	Demonstrate basic household management skills, including cleaning, simple repairs, and budgeting, using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.9:</a>	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.



# Learning Strategies: 6–8 (#7863090)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7863090

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** LRNG STR: 6-8

**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content.

Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

ANY EXCEPT ED FIELD

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.2c:</a>	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.3d:</a>	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting.
<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.6:</a>	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.

<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
<a href="#">SP.PK12.US.3.2a:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#">SP.PK12.US.3.3b:</a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.



# Speech Therapy: 6-8 (#7866030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7866030

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

**Course Section:** Exceptional Student Education

**Abbreviated Title:** SPEECH THRPY: 6-8

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

## GENERAL NOTES

The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP) or educational plan (EP).

This course is designed for students with disabilities whose IEP or EP indicates the need for speech therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specific on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

SP LG IMPR 6  
 LIC SP LG PATH  
 SP LG ASSOC 6  
 SLPA  
 SPCH CORR @6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.10.1:</a>	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.8.1:</a>	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.9.1:</a>	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.



# Language Therapy: 6-8 (#7866040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7866040

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

**Course Section:** Exceptional Student Education

**Abbreviated Title:** LANG THRPY: 6-8

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

## GENERAL NOTES

The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specific on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

- SP LG IMPR 6
- LIC SP LG PATH
- SP LG ASSOC 6
- SLPA
- SPCH CORR @ 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.1.1:</a>	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
<a href="#">SP.PK12.TP.2.1:</a>	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
<a href="#">SP.PK12.TP.3.1:</a>	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
<a href="#">SP.PK12.TP.4.1:</a>	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
<a href="#">SP.PK12.TP.5.1:</a>	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
<a href="#">SP.PK12.VI.6.1:</a>	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.



# Occupational Therapy: 6-8 (#7866050)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7866050

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

**Course Section:** Exceptional Student Education

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

**Abbreviated Title:** OCCU THRPY: 6-8

## GENERAL NOTES

The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

LIC AS OCCUP THER  
LIC AS OTA  
OCCUP THER @ 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Physical Therapy: 6-8 (#7866070)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7866070

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

**Course Section:** Exceptional Student Education

**Abbreviated Title:** PHY THRPY: 6-8

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

## GENERAL NOTES

The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for physical therapy, as a related service and is specified in plan of treatment or care developed by a licensed physical therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 486, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

LIC AS PHY THER  
LIC AS PTA

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.7.1:</a>	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.



# Access English I/II (#7910111) [{ English 1 - 1001310 }](#)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7910111	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS ENGLISH I/II
<b>Number of Credits:</b> Multiple Credit (more than 1 credit)	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Draft - Course Pending Approval	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>NCLB?</b> Yes	

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.912.B.3.3:</a>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Remarks/Examples:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.912.B.3.In.c:</a></td> <td>Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.</td> </tr> <tr> <td><a href="#">HE.912.B.3.Su.c:</a></td> <td>Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.</td> </tr> <tr> <td><a href="#">HE.912.B.3.Pa.c:</a></td> <td>Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.912.B.3.In.c:</a>	Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.	<a href="#">HE.912.B.3.Su.c:</a>	Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.	<a href="#">HE.912.B.3.Pa.c:</a>	Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.
Name	Description								
<a href="#">HE.912.B.3.In.c:</a>	Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.								
<a href="#">HE.912.B.3.Su.c:</a>	Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.								
<a href="#">HE.912.B.3.Pa.c:</a>	Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.								
<a href="#">HE.912.B.5.1:</a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Remarks/Examples:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> </tbody> </table>	Name	Description						
Name	Description								

<a href="#">HE.912.B.5.In.1:</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.
<a href="#">HE.912.B.5.Su.1:</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.
<a href="#">HE.912.B.5.Pa.1:</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.

Interpret the significance of interrelationships in mental/emotional, physical, and social health.

[HE.912.C.1.2:](#)

<b>Remarks/Examples:</b>
Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.

**Related Access Points**

Name	Description
<a href="#">HE.912.C.1.In.b:</a>	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.
<a href="#">HE.912.C.1.Su.b:</a>	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.
<a href="#">HE.912.C.1.Pa.b:</a>	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.

Evaluate the effect of media on personal and family health.

[HE.912.C.2.5:](#)

<b>Remarks/Examples:</b>
Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

**Related Access Points**

Name	Description
<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).
<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).
<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).

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.910.L.1.1:](#)

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.L.1.AP.1a:</a>	Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing or speaking).
<a href="#">LAFS.910.L.1.AP.1b:</a>	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.910.L.1.2:](#)

- a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.L.1.AP.2a:</a>	Use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing.
<a href="#">LAFS.910.L.1.AP.2b:</a>	Use a colon (i.e., to introduce a list or quotation) appropriately in writing.
<a href="#">LAFS.910.L.1.AP.2c:</a>	Spell correctly in writing.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[LAFS.910.L.2.3:](#)

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.L.2.AP.3a:</a>	Write and edit work to conform to guidelines in a style manual.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly

from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[LAFS.910.L.3.4:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.910.L.3.AP.4a:</a>	Verify the prediction of the meaning of a new word or phrase.
<a href="#">LAFS.910.L.3.AP.4b:</a>	Find the synonym for a word.
<a href="#">LAFS.910.L.3.AP.4c:</a>	Find the precise meaning of a word.
<a href="#">LAFS.910.L.3.AP.4d:</a>	Find the part of speech for a word.
<a href="#">LAFS.910.L.3.AP.4e:</a>	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

[LAFS.910.L.3.5:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.910.L.3.AP.5a:</a>	Interpret how literary devices advance the plot or affect the tone or pacing of a work.
<a href="#">LAFS.910.L.3.AP.5b:</a>	Identify the denotation for a known word.
<a href="#">LAFS.910.L.3.AP.5c:</a>	Explain differences or changes in the meaning of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<a href="#">LAFS.910.L.3.AP.5d:</a>	Identify an oxymoron in a text.
<a href="#">LAFS.910.L.3.AP.5e:</a>	Interpret figures of speech in context.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[LAFS.910.L.3.6:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.910.L.3.AP.6a:</a>	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
<a href="#">LAFS.910.L.3.AP.6b:</a>	Use newly acquired domain-specific words and phrases accurately.

[LAFS.910.RI.1.1:](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.1.AP.1a:</a>	Use two or more pieces of evidence to support inferences, conclusions or summaries.
<a href="#">LAFS.910.RI.1.AP.1b:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.

[LAFS.910.RI.1.2:](#)

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.1.AP.2a:</a>	Determine the central idea of a text.
<a href="#">LAFS.910.RI.1.AP.2b:</a>	Determine how the central idea develops.
<a href="#">LAFS.910.RI.1.AP.2c:</a>	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.
<a href="#">LAFS.910.RI.1.AP.2d:</a>	Provide/create an objective summary of a text or an adapted grade-appropriate text.

[LAFS.910.RI.1.3:](#)

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.1.AP.3a:</a>	Analyze key points throughout a text to determine the organizational pattern or text structure.
<a href="#">LAFS.910.RI.1.AP.3b:</a>	Identify connections between key points.

[LAFS.910.RI.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
<a href="#">LAFS.910.RI.2.AP.4b:</a>	Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.

[LAFS.910.RI.2.5:](#)

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.2.AP.5a:</a>	Analyze in detail how an author's ideas or claims are developed.
<a href="#">LAFS.910.RI.2.AP.5b:</a>	Identify key sentences or paragraphs that support claims.

[LAFS.910.RI.2.6:](#)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.2.AP.6a:</a>	Determine the author's point of view or purpose in a text.
<a href="#">LAFS.910.RI.2.AP.6b:</a>	Determine/identify the specific language/words that the author uses to advance the point of view or purpose.
<a href="#">LAFS.910.RI.2.AP.6c:</a>	Develop and explain ideas for why authors made specific word choices within text.

[LAFS.910.RI.3.7:](#)

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.3.AP.7a:</a>	Compare and contrast various accounts of a subject in two or more mediums.

[LAFS.910.RI.3.8:](#)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.3.AP.8a:</a>	Identify claims and arguments made by the author.
<a href="#">LAFS.910.RI.3.AP.8b:</a>	Delineate/trace the authors argument and specific claims.
<a href="#">LAFS.910.RI.3.AP.8c:</a>	Evaluate the argument/claims that the author makes to determine if the statements are true or false.
<a href="#">LAFS.910.RI.3.AP.8d:</a>	Delineate the argument and specific claims in two or more texts or adapted grade-appropriate texts on related topics.
<a href="#">LAFS.910.RI.3.AP.8e:</a>	Assess the validity of the arguments across texts on related topics.

[LAFS.910.RI.3.9:](#)

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.3.AP.9a:</a>	Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").
<a href="#">LAFS.910.RI.3.AP.9b:</a>	Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") address similar central ideas.

[LAFS.910.RI.4.10:](#)

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RI.4.AP.10a:</a>	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.
<a href="#">LAFS.910.RI.4.AP.10b:</a>	Read or listen to challenging grade-appropriate texts.
<a href="#">LAFS.910.RI.4.AP.10c:</a>	Use a variety of strategies to derive meaning from a variety print/non-print texts.

[LAFS.910.RL.1.1:](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.1.AP.1a:</a>	Use two or more pieces of evidence to support inferences.
<a href="#">LAFS.910.RL.1.AP.1b:</a>	Use two or more pieces of textual evidence to support conclusions.
<a href="#">LAFS.910.RL.1.AP.1c:</a>	Use two or more pieces of evidence to support the summary of the text.
<a href="#">LAFS.910.RL.1.AP.1d:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries of text.

[LAFS.910.RL.1.2:](#)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.1.AP.2a:</a>	Determine the theme or central idea of an adapted grade-appropriate text.
<a href="#">LAFS.910.RL.1.AP.2b:</a>	Determine how the theme develops.
<a href="#">LAFS.910.RL.1.AP.2c:</a>	Determine how key details support the development of the theme of an adapted grade-appropriate text.

[LAFS.910.RL.1.3:](#)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.1.AP.3a:</a>	Identify a character with multiple or conflicting motivations (i.e., a complex character).
<a href="#">LAFS.910.RL.1.AP.3b:</a>	Delineate how a complex character develops over the course of a text, interacts with other characters and advances the plot or develops the theme.

[LAFS.910.RL.2.4:](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.

[LAFS.910.RL.2.5:](#)

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.2.AP.5a:</a>	Identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing).

[LAFS.910.RL.2.6:](#)

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.2.AP.6a:</a>	Compare and contrast works from different cultures with a common theme.
<a href="#">LAFS.910.RL.2.AP.6b:</a>	Analyze the point of view reflected in a work of literature.

[LAFS.910.RL.3.7:](#)

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.3.AP.7a:</a>	Identify what is the same or what is different in two sources or mediums.

[LAFS.910.RL.3.9:](#)

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.3.AP.9a:</a>	Analyze how an author uses specific works with similar themes to build meaning.

[LAFS.910.RL.4.10:](#)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.RL.4.AP.10a:</a>	Read or listen to a variety of texts or adapted texts, including historical novels, classical dramas or plays, poetry, novels, fiction and nonfiction.
<a href="#">LAFS.910.RL.4.AP.10b:</a>	Use strategies to derive meaning from a variety of texts and mediums.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker’s point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker’s point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.SL.2.5:](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.5a:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[LAFS.910.SL.2.6:](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.6a:</a>	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).

[LAFS.910.W.1.1:](#)

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.W.1.AP.1a:</a>	Introduce claim(s) for an argument that reflects knowledge of the topic.
<a href="#">LAFS.910.W.1.AP.1b:</a>	Identify claim(s) from alternate or opposing claims(s) in writing.
<a href="#">LAFS.910.W.1.AP.1c:</a>	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) developing relationships among claim(s), reason and evidence.
<a href="#">LAFS.910.W.1.AP.1d:</a>	Identify evidence for claim(s) and counterclaim(s).
<a href="#">LAFS.910.W.1.AP.1e:</a>	Develop clear claim(s) with specific evidence for a topic or text.
<a href="#">LAFS.910.W.1.AP.1f:</a>	Use words, phrases and clauses to create cohesion within writing.
<a href="#">LAFS.910.W.1.AP.1g:</a>	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.
<a href="#">LAFS.910.W.1.AP.1h:</a>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
<a href="#">LAFS.910.W.1.AP.1i:</a>	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and **examples appropriate to the audience's knowledge of the topic.**
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.W.1.2:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.910.W.1.AP.2a:</a>	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.
<a href="#">LAFS.910.W.1.AP.2b:</a>	Provide a clear introduction previewing information to follow and summarizing stated focus.
<a href="#">LAFS.910.W.1.AP.2c:</a>	Provide relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate for the audience.
<a href="#">LAFS.910.W.1.AP.2d:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.910.W.1.AP.2e:</a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<a href="#">LAFS.910.W.1.AP.2f:</a>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
<a href="#">LAFS.910.W.1.AP.2g:</a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#">LAFS.910.W.1.AP.2h:</a>	Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details that support the main ideas.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[LAFS.910.W.1.3:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.910.W.1.AP.3a:</a>	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.
<a href="#">LAFS.910.W.1.AP.3b:</a>	Engage and orient the reader to the narrator and/or characters.
<a href="#">LAFS.910.W.1.AP.3c:</a>	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
<a href="#">LAFS.910.W.1.AP.3d:</a>	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.
<a href="#">LAFS.910.W.1.AP.3e:</a>	Sequence events so that they build on one another to create a coherent whole.
<a href="#">LAFS.910.W.1.AP.3f:</a>	Create a smooth progression of experiences or events.
<a href="#">LAFS.910.W.1.AP.3g:</a>	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
<a href="#">LAFS.910.W.1.AP.3h:</a>	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[LAFS.910.W.2.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.910.W.2.AP.4a:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).
<a href="#">LAFS.910.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.
<a href="#">LAFS.910.W.2.AP.4c:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to argue) or audience.

[LAFS.910.W.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### Related Access Points

Name	Description
<a href="#">LAFS.910.W.2.AP.5a:</a>	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
<a href="#">LAFS.910.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
<a href="#">LAFS.910.W.2.AP.5c:</a>	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument) focused on a specific purpose and audience.
<a href="#">LAFS.910.W.2.AP.5d:</a>	Strengthen writing by revising and editing.
<a href="#">LAFS.910.W.2.AP.5e:</a>	Strengthen writing by revising and editing (e.g., review product, strengthening story).

[LAFS.910.W.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Related Access Points

Name	Description
<a href="#">LAFS.910.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).

[LAFS.910.W.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Related Access Points

Name	Description
<a href="#">LAFS.910.W.3.AP.7a:</a>	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

[LAFS.910.W.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### Related Access Points

Name	Description
<a href="#">LAFS.910.W.3.AP.8a:</a>	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.
<a href="#">LAFS.910.W.3.AP.8b:</a>	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.
<a href="#">LAFS.910.W.3.AP.8c:</a>	Integrate information presented by others into the writing product while avoiding plagiarism.
<a href="#">LAFS.910.W.3.AP.8d:</a>	Use a standard format to write citations.
<a href="#">LAFS.910.W.3.AP.8e:</a>	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.

[LAFS.910.W.3.9:](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
- Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

### Related Access Points

Name	Description
<a href="#">LAFS.910.W.3.AP.9a:</a>	Provide evidence from literary or information texts to support analysis, reflection and research.
<a href="#">LAFS.910.W.3.AP.9b:</a>	Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.
<a href="#">LAFS.910.W.3.AP.9c:</a>	Refine writing to assure accuracy/authenticity (historical, geographical, technical).

[LAFS.910.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Related Access Points

Name	Description
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[LAFS.910.W.4.AP.10a:](#) Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.

[LAFS.910.W.4.AP.10b:](#) Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Monitor current public issues in Florida.

[SS.912.C.2.10:](#)

**Remarks/Examples:**

Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.2.In.j:</a>	Identify current public issues in Florida.
<a href="#">SS.912.C.2.Su.j:</a>	Recognize current public issues in Florida.
<a href="#">SS.912.C.2.Pa.j:</a>	Recognize a current public issue in Florida.

[SS.912.C.2.11:](#)

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.2.In.k:</a>	Describe a solution to resolve a public issue.
<a href="#">SS.912.C.2.Su.k:</a>	Identify a solution to resolve a public issue.
<a href="#">SS.912.C.2.Pa.k:</a>	Recognize a solution to a public issue.

There are more than 327 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12913>



# Access English III/IV (#7910112) [{ English 3 - 1001370 }](#)

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<b>Course Number:</b> 7910112	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS ENGLISH III/IV
<b>Number of Credits:</b> Multiple Credit (more than 1 credit)	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Draft - Course Pending Approval	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>NCLB?</b> Yes	

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.								
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.								
<a href="#">HE.912.B.4.1:</a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p><b>Remarks/Examples:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.912.B.4.In.a:</a></td> <td>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.</td> </tr> <tr> <td><a href="#">HE.912.B.4.Su.a:</a></td> <td>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.</td> </tr> <tr> <td><a href="#">HE.912.B.4.Pa.a:</a></td> <td>Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.</td> </tr> </tbody> </table>	Name	Description	<a href="#">HE.912.B.4.In.a:</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.	<a href="#">HE.912.B.4.Su.a:</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.	<a href="#">HE.912.B.4.Pa.a:</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.
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<a href="#">HE.912.B.4.Pa.a:</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.								
<a href="#">HE.912.B.4.2:</a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>Remarks/Examples:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> </tbody> </table>	Name	Description						
Name	Description								

<a href="#">HE.912.B.4.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.
<a href="#">HE.912.B.4.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.
<a href="#">HE.912.B.4.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.

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

[HE.912.B.4.3:](#)

<b>Remarks/Examples:</b>
Effective verbal and nonverbal communication, compromise, and conflict-resolution.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.4.In.c:</a>	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.
<a href="#">HE.912.B.4.Su.c:</a>	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.
<a href="#">HE.912.B.4.Pa.c:</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.

Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

[HE.912.B.4.4:](#)

<b>Remarks/Examples:</b>
Verbal and written communication, active listening, and how to seek help for a friend.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.4.In.d:</a>	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.
<a href="#">HE.912.B.4.Su.d:</a>	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.
<a href="#">HE.912.B.4.Pa.d:</a>	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.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.1112.L.1.1:](#)

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.L.1.AP.1a:</a>	Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[LAFS.1112.L.1.2:](#)

- a. Observe hyphenation conventions.
- b. Spell correctly.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.L.1.AP.2a:</a>	Follow hyphenation conventions.
<a href="#">LAFS.1112.L.1.AP.2b:</a>	Spell correctly in writing.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[LAFS.1112.L.2.3:](#)

- a. Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.L.2.AP.3a:</a>	Vary syntax within writing for effect.
<a href="#">LAFS.1112.L.2.AP.3b:</a>	Write and edit work to conform to guidelines in a style manual.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

[LAFS.1112.L.3.4:](#)

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### Related Access Points

Name	Description
<a href="#">LAFS.1112.L.3.AP.4a:</a>	Verify the prediction of the meaning of a new word or phrase.
<a href="#">LAFS.1112.L.3.AP.4b:</a>	Consult reference materials to find the synonym for a word.
<a href="#">LAFS.1112.L.3.AP.4c:</a>	Consult reference materials to find the precise meaning of a word.
<a href="#">LAFS.1112.L.3.AP.4d:</a>	Consult reference materials to find the part of speech for a word.
<a href="#">LAFS.1112.L.3.AP.4e:</a>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[LAFS.1112.L.3.5:](#)

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.L.3.AP.5a:</a>	Interpret how literary devices advance the plot and affect the tone or pacing of a work.
<a href="#">LAFS.1112.L.3.AP.5b:</a>	Identify the denotation for a known word.
<a href="#">LAFS.1112.L.3.AP.5c:</a>	Explain differences or changes in the meaning of words with similar denotations.
<a href="#">LAFS.1112.L.3.AP.5d:</a>	Identify hyperbole in a text.
<a href="#">LAFS.1112.L.3.AP.5e:</a>	Interpret figures of speech in context.

[LAFS.1112.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.L.3.AP.6a:</a>	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
<a href="#">LAFS.1112.L.3.AP.6b:</a>	Use newly acquired domain-specific words and phrases accurately.

[LAFS.1112.RI.1.1:](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.RI.1.AP.1a:</a>	Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.
<a href="#">LAFS.1112.RI.1.AP.1b:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.

[LAFS.1112.RI.1.2:](#)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.RI.1.AP.2a:</a>	Determine two or more central ideas of a text.
<a href="#">LAFS.1112.RI.1.AP.2b:</a>	Determine how the central ideas develop.
<a href="#">LAFS.1112.RI.1.AP.2c:</a>	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.
<a href="#">LAFS.1112.RI.1.AP.2d:</a>	Provide/create an objective summary of a text.

[LAFS.1112.RI.1.3:](#)

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.RI.1.AP.3a:</a>	Analyze key points throughout a text to determine the organizational pattern or text structure.
<a href="#">LAFS.1112.RI.1.AP.3b:</a>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.

[LAFS.1112.RI.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

### Related Access Points

Name	Description
<a href="#">LAFS.1112.RI.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.

[LAFS.1112.RI.2.5:](#)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.RI.2.AP.5a:</a>	Analyze the structure an author uses in his or her exposition or argument.
<a href="#">LAFS.1112.RI.2.AP.5b:</a>	Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear and convincing.

[LAFS.1112.RI.2.6:](#)

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.RI.2.AP.6a:</a>	Determine the author’s point of view or purpose in a text.
<a href="#">LAFS.1112.RI.2.AP.6b:</a>	Determine what arguments the author makes.
<a href="#">LAFS.1112.RI.2.AP.6c:</a>	Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.

[LAFS.1112.RI.3.7:](#)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.RI.3.AP.7a:</a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[LAFS.1112.RI.3.8:](#)

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.RI.3.AP.8a:</a>	Identify claims made by the author as being fact or opinion.
<a href="#">LAFS.1112.RI.3.AP.8b:</a>	Distinguish reliable sources from non-reliable.
<a href="#">LAFS.1112.RI.3.AP.8c:</a>	Evaluate the premises, purposes and argument that the author makes.
<a href="#">LAFS.1112.RI.3.AP.8d:</a>	Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.
<a href="#">LAFS.1112.RI.3.AP.8e:</a>	Assess the validity of the premises, purposes and arguments across texts on related topics.

[LAFS.1112.RI.3.9:](#)

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.RI.3.AP.9a:</a>	Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter from Birmingham Jail").
<a href="#">LAFS.1112.RI.3.AP.9b:</a>	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter from Birmingham Jail").

[LAFS.1112.RI.4.10:](#)

By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.RI.4.AP.10a:</a>	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.
<a href="#">LAFS.1112.RI.4.AP.10b:</a>	Independently read challenging, grade-appropriate texts.
<a href="#">LAFS.1112.RI.4.AP.10c:</a>	Use a variety of strategies to derive meaning from a variety of print/non-print texts.

[LAFS.1112.RL.1.1:](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.RL.1.AP.1a:</a>	Use two or more pieces of evidence to support inferences, conclusions or summaries of the plot, purpose or theme within a text.

[LAFS.1112.RL.1.AP.1b](#): Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries or text.

[LAFS.1112.RL.1.AP.1c](#): Use evidence to support conclusions about ideas not explicitly stated in the text.

[LAFS.1112.RL.1.2](#):

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.RL.1.AP.2a</a>	Determine two or more themes or central ideas of an adapted grade-appropriate text.
<a href="#">LAFS.1112.RL.1.AP.2b</a>	Determine how the theme develops.
<a href="#">LAFS.1112.RL.1.AP.2c</a>	Provide/create an objective summary of a text.

[LAFS.1112.RL.1.3](#):

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.RL.1.AP.3a</a>	Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.
<a href="#">LAFS.1112.RL.1.AP.3b</a>	Analyze the author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[LAFS.1112.RL.2.4](#):

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.RL.2.AP.4a</a>	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes and idioms) and connotative meanings.

[LAFS.1112.RL.2.5](#):

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.RL.2.AP.5a</a>	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.

[LAFS.1112.RL.2.6](#):

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.RL.2.AP.6a</a>	Define satire, sarcasm and irony.
<a href="#">LAFS.1112.RL.2.AP.6b</a>	Differentiate what is directly stated in a text from what is meant.

[LAFS.1112.RL.3.7](#):

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.RL.3.AP.7a</a>	Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text.

[LAFS.1112.RL.3.9](#):

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.RL.3.AP.9a</a>	Demonstrate knowledge of eighteenth, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (historical reflection, social, morals).

[LAFS.1112.RL.4.10](#):

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.RL.4.AP.10a:</a>	Read or listen to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels, fiction and nonfiction.
<a href="#">LAFS.1112.RL.4.AP.10b:</a>	Independently read or listen to texts or grade-appropriate adapted texts.
<a href="#">LAFS.1112.RL.4.AP.10c:</a>	Use a variety of strategies to derive meaning from a variety of texts.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[LAFS.1112.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.1a:</a>	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
<a href="#">LAFS.1112.SL.1.AP.1b:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1c:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1d:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.1112.SL.1.AP.1e:</a>	Work with peers to promote democratic discussions.
<a href="#">LAFS.1112.SL.1.AP.1f:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1g:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspectives.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[LAFS.1112.SL.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[LAFS.1112.SL.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.3a:</a>	Determine the speaker’s point of view or purpose in a text.
<a href="#">LAFS.1112.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.1112.SL.1.AP.3c:</a>	Evaluate the evidence used to make the speaker’s argument.
<a href="#">LAFS.1112.SL.1.AP.3d:</a>	Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.SL.2.4:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.2.AP.4a:</a>	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[LAFS.1112.SL.2.5:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.2.AP.5a:</a>	Include digital multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[LAFS.1112.SL.2.6:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.2.AP.6a:</a>	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.1112.W.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.W.1.AP.1a:</a>	Introduce claim(s) for an argument that reflects knowledge of the topic.
<a href="#">LAFS.1112.W.1.AP.1b:</a>	Use context or related text to establish the significance of the claim(s).
<a href="#">LAFS.1112.W.1.AP.1c:</a>	Identify claim(s) from alternate or opposing claims(s) in writing.
<a href="#">LAFS.1112.W.1.AP.1d:</a>	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.
<a href="#">LAFS.1112.W.1.AP.1e:</a>	Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.
<a href="#">LAFS.1112.W.1.AP.1f:</a>	Develop clear claim(s) with the most relevant evidence for a topic or text.
<a href="#">LAFS.1112.W.1.AP.1g:</a>	Use words, phrases and clauses to create cohesion within writing.
<a href="#">LAFS.1112.W.1.AP.1h:</a>	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.
<a href="#">LAFS.1112.W.1.AP.1i:</a>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
<a href="#">LAFS.1112.W.1.AP.1j:</a>	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.1112.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.W.1.AP.2a:</a>	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.
<a href="#">LAFS.1112.W.1.AP.2b:</a>	Provide a clear introduction previewing information to follow and summarizing stated focus.
<a href="#">LAFS.1112.W.1.AP.2c:</a>	Provide the facts, extended definitions, concrete details, quotations or other information and examples that are most relevant to the focus and appropriate for the audience.
<a href="#">LAFS.1112.W.1.AP.2d:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.1112.W.1.AP.2e:</a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<a href="#">LAFS.1112.W.1.AP.2f:</a>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
<a href="#">LAFS.1112.W.1.AP.2g:</a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#">LAFS.1112.W.1.AP.2h:</a>	Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[LAFS.1112.W.1.3:](#)

#### Related Access Points

Name	Description
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<a href="#">LAFS.1112.W.1.AP.3a:</a>	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.
<a href="#">LAFS.1112.W.1.AP.3b:</a>	Engage and orient the reader to the narrator and/or characters.
<a href="#">LAFS.1112.W.1.AP.3c:</a>	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
<a href="#">LAFS.1112.W.1.AP.3d:</a>	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.
<a href="#">LAFS.1112.W.1.AP.3e:</a>	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).
<a href="#">LAFS.1112.W.1.AP.3f:</a>	Create a smooth progression of experiences or events.
<a href="#">LAFS.1112.W.1.AP.3g:</a>	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
<a href="#">LAFS.1112.W.1.AP.3h:</a>	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

[LAFS.1112.W.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.W.2.AP.4a:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).
<a href="#">LAFS.1112.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.
<a href="#">LAFS.1112.W.2.AP.4c:</a>	Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to argue or support claims) or audience.

[LAFS.1112.W.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.W.2.AP.5a:</a>	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
<a href="#">LAFS.1112.W.2.AP.5b:</a>	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
<a href="#">LAFS.1112.W.2.AP.5c:</a>	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).
<a href="#">LAFS.1112.W.2.AP.5d:</a>	Strengthen writing by revising and editing.
<a href="#">LAFS.1112.W.2.AP.5e:</a>	Strengthen writing by revising and editing (e.g., review product, strengthening story).

[LAFS.1112.W.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).

[LAFS.1112.W.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.W.3.AP.7a:</a>	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.1112.W.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Related Access Points**

Name	Description
<a href="#">LAFS.1112.W.3.AP.8a:</a>	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.
<a href="#">LAFS.1112.W.3.AP.8b:</a>	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.
<a href="#">LAFS.1112.W.3.AP.8c:</a>	Integrate information presented by others that is determined to be the most appropriate for the task, purpose and audience into the writing product while avoiding plagiarism.
<a href="#">LAFS.1112.W.3.AP.8d:</a>	Use a standard format to write citations.
<a href="#">LAFS.1112.W.3.AP.8e:</a>	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

[LAFS.1112.W.3.9:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.W.3.AP.9a:</a>	Provide evidence from literary or information texts to support analysis, reflection and research.
<a href="#">LAFS.1112.W.3.AP.9b:</a>	Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.
<a href="#">LAFS.1112.W.3.AP.9c:</a>	Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).

[LAFS.1112.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Related Access Points

Name	Description
<a href="#">LAFS.1112.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.1112.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

[SS.912.C.1.3:](#)

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.C.1.Pa.c:</a>	Recognize government of the people as a principle of the Declaration of Independence.

Analyze the impact of citizen participation as a means of achieving political and social change.

[SS.912.C.2.8:](#)

#### Remarks/Examples:

Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.C.2.Pa.h:</a>	Recognize a demonstration or protest to achieve change.

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

[SS.912.C.2.9:](#)

#### Remarks/Examples:

Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

#### Related Access Points

Name	Description
<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.
<a href="#">SS.912.C.2.Su.i:</a>	Recognize the expansion of civil rights as reflected in the Constitution and its amendments.
<a href="#">SS.912.C.2.Pa.i:</a>	Recognize examples of civil rights.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

[SS.912.C.3.13:](#)

#### Remarks/Examples:

Examples are education, transportation, crime prevention, funding of services.

#### Related Access Points

Name	Description
<a href="#">SS.912.C.3.In.m:</a>	Identify the effects of government on the daily lives of citizens at the local, state, and national level.
<a href="#">SS.912.C.3.Su.m:</a>	Recognize an effect of government on the daily lives of citizens at the local, state, and national level.
<a href="#">SS.912.C.3.Pa.m:</a>	Recognize an effect of government on the daily lives of citizens.

There are more than 134 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12914>



# Fundamental English 1 (#7910115)

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<b>Course Number:</b> 7910115	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Course Approved	<b>Abbreviated Title:</b> FUND ENG 1
	<b>Course Length:</b> Year (Y)
	<b>Class Size?</b> Yes

## VERSION DESCRIPTION

The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

## GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

**Reading Literature Standard Notes:**

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

**Reading Informational Text Standard Notes:**

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

**Writing Standards Notes:**

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

**Speaking and Listening Standards Notes:**

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

**Language Standards Notes:**

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

Name	Description
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
<a href="#">HE.912.C.1.2:</a>	<b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Evaluate the effect of media on personal and family health.
<a href="#">HE.912.C.2.5:</a>	<b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
<a href="#">LA.910.1.7.4:</a>	The student will identify cause-and-effect relationships in text;
<a href="#">LA.910.1.7.5:</a>	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;
<a href="#">LA.910.2.2.1:</a>	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);
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.910.L.1.1:</a>	<ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.910.L.1.2:</a>	<ul style="list-style-type: none"> <li>a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>
<a href="#">LAFS.910.L.1.2b:</a>	Use a colon to introduce a list or quotation.
<a href="#">LAFS.910.L.1.2c:</a>	Spell correctly.
	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.910.L.2.3:</a>	<ul style="list-style-type: none"> <li>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ul>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
<a href="#">LAFS.910.L.3.4:</a>	<ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RI.1.2:</a>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

<a href="#">LAFS.910.RI.1.3:</a>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.RI.3.7:</a>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#">LAFS.910.RI.4.10:</a>	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.910.RL.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RL.1.2:</a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RL.1.3:</a>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#">LAFS.910.RL.2.5:</a>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#">LAFS.910.RL.2.6:</a>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<a href="#">LAFS.910.RL.3.7:</a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
<a href="#">LAFS.910.RL.4.10:</a>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.910.RL.4.10:</a>	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.W.1.2:</a>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<a href="#">LAFS.910.W.1.3:</a>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>

<a href="#">LAFS.910.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
<a href="#">LAFS.910.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<a href="#">LAFS.910.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ol>	
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <table border="1" data-bbox="288 461 1506 533"> <tr> <td> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>		
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	
<a href="#">LAFS.910.L.3.5b:</a>	Analyze nuances in the meaning of words with similar denotations.	

There are more than 312 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12936>



# Fundamental English 2 (#7910120)

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<b>Course Number:</b> 7910120	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Course Approved	<b>Abbreviated Title:</b> FUND ENG 2
	<b>Course Length:</b> Year (Y)
	<b>Class Size?</b> Yes

## VERSION DESCRIPTION

The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

## GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

### Reading Literature Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text Standard Notes:

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening Standards Notes:

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language Standards Notes:

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

### Blended Curriculum:

The Florida Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Florida Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Florida Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

Name	Description
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.912.B.3.3:</a>	Justify the validity of a variety of technologies to gather health information. <b>Remarks/Examples:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
<a href="#">HE.912.B.5.1:</a>	Determine the value of applying a thoughtful decision-making process in health-related situations. <b>Remarks/Examples:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
<a href="#">LA.910.1.7.4:</a>	The student will identify cause-and-effect relationships in text;
<a href="#">LA.910.1.7.5:</a>	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;
<a href="#">LA.910.2.2.1:</a>	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);
<a href="#">LAFS.910.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<a href="#">LAFS.910.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
<a href="#">LAFS.910.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
<a href="#">LAFS.910.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<a href="#">LAFS.910.L.3.5:</a>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

	b. Analyze nuances in the meaning of words with similar denotations.
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RI.1.2:</a>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RI.1.3:</a>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.RI.3.7:</a>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#">LAFS.910.RI.4.10:</a>	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.RL.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RL.1.2:</a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RL.1.3:</a>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#">LAFS.910.RL.2.5:</a>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#">LAFS.910.RL.2.6:</a>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<a href="#">LAFS.910.RL.3.7:</a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
<a href="#">LAFS.910.RL.4.10:</a>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a</li> </ul>

	narrator and/or characters; create a smooth progression of experiences or events.	
<a href="#">LAFS.910.W.1.3:</a>	<ul style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	
<a href="#">LAFS.910.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
<a href="#">LAFS.910.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<a href="#">LAFS.910.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ul>	
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
	Monitor current public issues in Florida.	
<a href="#">SS.912.C.2.10:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>		
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	

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# Fundamental English 3 (#7910125)

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<b>Course Number:</b> 7910125	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Course Approved	<b>Abbreviated Title:</b> FUND ENG 3
	<b>Course Length:</b> Year (Y)
	<b>Class Size?</b> Yes

## VERSION DESCRIPTION

The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

## GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

### Reading Literature Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text Standard Notes:

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing Standards Notes:

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening Standards Notes:

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language Standards Notes:

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

Name	Description
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.912.B.4.1:</a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p><b>Remarks/Examples:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#">HE.912.B.4.2:</a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>Remarks/Examples:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#">LAFS.1112.L.1.1:</a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
<a href="#">LAFS.1112.L.1.2:</a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
<a href="#">LAFS.1112.L.2.3:</a>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
<a href="#">LAFS.1112.L.3.4:</a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#">LAFS.1112.L.3.6:</a>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<a href="#">LAFS.1112.RI.1.1:</a>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<a href="#">LAFS.1112.RI.1.2:</a>	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>
<a href="#">LAFS.1112.RI.1.3:</a>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<a href="#">LAFS.1112.RI.2.4:</a>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).</p>
<a href="#">LAFS.1112.RI.3.7:</a>	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

<a href="#">LAFS.1112.RI.4.10:</a>	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
<a href="#">LAFS.1112.RL.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#">LAFS.1112.RL.1.2:</a>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<a href="#">LAFS.1112.RL.1.3:</a>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<a href="#">LAFS.1112.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<a href="#">LAFS.1112.RL.3.7:</a>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<a href="#">LAFS.1112.RL.4.10:</a>	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
<a href="#">LAFS.1112.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<a href="#">LAFS.1112.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
<a href="#">LAFS.1112.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.1112.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul>
<a href="#">LAFS.1112.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida. <div style="border: 1px solid black; padding: 5px;"> <b>Remarks/Examples:</b>  Examples are On-line Sunshine, media, e-mails to government officials, political text messaging. </div>
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

There are more than 120 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12938>



# Fundamental English 4 (#7910130)

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<b>Course Number:</b> 7910130	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Course Approved	<b>Abbreviated Title:</b> FUND ENG 4
	<b>Course Length:</b> Year (Y)
	<b>Class Size?</b> Yes

## VERSION DESCRIPTION

The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

## GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

### Reading Literature Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text Standard Notes:

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing Standards Notes:

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening Standards Notes:

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language Standards Notes:

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.912.B.4.3:</a>	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
<a href="#">HE.912.B.4.4:</a>	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.
<a href="#">LAFS.1112.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
<a href="#">LAFS.1112.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
<a href="#">LAFS.1112.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<a href="#">LAFS.1112.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<a href="#">LAFS.1112.L.3.5:</a>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<a href="#">LAFS.1112.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.1112.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#">LAFS.1112.RI.1.2:</a>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<a href="#">LAFS.1112.RI.1.3:</a>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<a href="#">LAFS.1112.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i> ).
<a href="#">LAFS.1112.RI.3.7:</a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

<p><a href="#">LAFS.1112.RI.4.10:</a></p>	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
<p><a href="#">LAFS.1112.RL.1.1:</a></p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<p><a href="#">LAFS.1112.RL.1.2:</a></p>	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
<p><a href="#">LAFS.1112.RL.1.3:</a></p>	<p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
<p><a href="#">LAFS.1112.RL.2.4:</a></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
<p><a href="#">LAFS.1112.RL.3.7:</a></p>	<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
<p><a href="#">LAFS.1112.RL.4.10:</a></p>	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><a href="#">LAFS.1112.RL.4.10:</a></p>	<p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.SL.2.5:</a></p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><a href="#">LAFS.1112.SL.2.6:</a></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p><a href="#">LAFS.1112.W.1.2:</a></p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<p><a href="#">LAFS.1112.W.1.3:</a></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
<p><a href="#">LAFS.1112.W.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><a href="#">LAFS.1112.W.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.1112.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#">LAFS.1112.W.3.9:</a></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
<p><a href="#">LAFS.1112.W.4.10:</a></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p><a href="#">SS.912.C.2.10:</a></p>	<p>Monitor current public issues in Florida.</p>

Remarks/Examples:

There are more than 121 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12939>



# Access Geometry (#7912065)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7912065</p> <p><b>Course Section:</b> Exceptional Student Education</p> <p><b>Number of Credits:</b> Multiple Credit (more than 1 credit)</p> <p><b>Course Type:</b> Core</p> <p><b>Course Status:</b> Draft - Course Pending Approval</p> <p><b>Keywords:</b> access, geometry</p> <p><b>Grade Level(s):</b> 9, 10, 11, PreK</p> <p><b>NCLB?</b> Yes</p>	<p><b>Course Path:</b> <b>Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS GEOMETRY</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Class Size?</b> Yes</p> <p><b>Grade Level(s) Version:</b> 9,10,11,12</p> <p><b>Requires a Highly Qualified Teacher (HQT)?</b> Yes</p>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>

### Related Access Points

Name	Description
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[LAFS.910.SL.1.AP.1a:](#) Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.

[LAFS.910.SL.1.AP.1b:](#) Summarize points of agreement and disagreement within a discussion on a given topic or text.

[LAFS.910.SL.1.AP.1c:](#) Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

[LAFS.910.SL.1.AP.1d:](#) Work with peers to set rules for collegial discussions and decision making.

[LAFS.910.SL.1.AP.1e:](#) Actively seek the ideas or opinions of others in a discussion on a given topic or text.

[LAFS.910.SL.1.AP.1f:](#) Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.WHST.1.1:](#)

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[MAFS.912.A-CED.1.1:](#)

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.1a:</a>	Create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.

[MAFS.912.A-SSE.2.3:](#)

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★

- Factor a quadratic expression to reveal the zeros of the function it defines.
- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15^t$  can be rewritten as

$(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.2.AP.3a:</a>	Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros.
<a href="#">MAFS.912.A-SSE.2.AP.3b:</a>	Given a quadratic function, explain the meaning of the zeros of the function (e.g., if $f(x) = (x - c)(x - a)$ then $f(a) = 0$ and $f(c) = 0$ ).
<a href="#">MAFS.912.A-SSE.2.AP.3c:</a>	Given a quadratic expression, explain the meaning of the zeros graphically (e.g., for an expression $(x - a)(x - c)$ , $a$ and $c$ correspond to the x-intercepts (if $a$ and $c$ are real)).
<a href="#">MAFS.912.A-SSE.2.AP.3d:</a>	Write expressions in equivalent forms by completing the square to convey the vertex form, to find the maximum or minimum value of a quadratic function, and to explain the meaning of the vertex.
<a href="#">MAFS.912.A-SSE.2.AP.3e:</a>	Use properties of exponents (such as power of a power, product of powers, power of a product, and rational exponents, etc.) to write

[SSE.2.AP.3e](#): an equivalent form of an exponential function to reveal and explain specific information about its approximate rate of growth or decay.

Distinguish between situations that can be modeled with linear functions and with exponential functions. ★

- Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

[MAFS.912.F-LE.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.1a:</a>	Select the appropriate graphical representation of a linear model based on real-world events.
<a href="#">MAFS.912.F-LE.1.AP.1b:</a>	In a linear situation using graphs or numbers, predict the change in rate based on a given change in one variable (e.g., If I have been adding sugar at a rate of 1T per cup of water, what happens to my rate if I switch to 2T of sugar for every cup of water?).

[MAFS.912.G-C.1.1:](#)

Prove that all circles are similar.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-C.1.AP.1a:</a>	Compare the ratio of diameter to circumference for several circles to establish all circles are similar.

[MAFS.912.G-C.1.2:](#)

Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-C.1.AP.2a:</a>	Identify and describe relationships among inscribed angles, radii and chords.
<a href="#">MAFS.912.G-C.1.AP.3a:</a>	Construct the inscribed and circumscribed circles of a triangle.

[MAFS.912.G-C.1.3:](#)

Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-C.1.AP.3a:</a>	Construct the inscribed and circumscribed circles of a triangle.

[MAFS.912.G-C.2.5:](#)

Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-C.2.AP.5a:</a>	Find the arc length of a circle.
<a href="#">MAFS.912.G-C.2.AP.5b:</a>	Derive the fact that the length of the arc intercepted by an angle is proportional to the radius.
<a href="#">MAFS.912.G-C.2.AP.5c:</a>	Apply the formula to the area of a sector (e.g., area of a slice of pie).

[MAFS.912.G-CO.1.1:](#)

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.1a:</a>	Identify precise definitions of angle, circle, perpendicular line, parallel line and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

[MAFS.912.G-CO.1.2:](#)

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.2a:</a>	Represent transformations in the plane using, e.g., transparencies and geometry software.
<a href="#">MAFS.912.G-CO.1.AP.2b:</a>	Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

[MAFS.912.G-CO.1.3:](#)

Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.3a:</a>	Describe the rotations and reflections of a rectangle, parallelogram, trapezoid, or regular polygon that maps each figure onto itself.

[MAFS.912.G-CO.1.4:](#)

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.4a:</a>	Using previous comparisons and descriptions of transformations, develop and understand the meaning of rotations, reflections, and translations based on angles, circles, perpendicular lines, parallel lines, and line segments.

[MAFS.912.G-CO.1.5:](#)

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.5a:</a>	Transform a geometric figure given a rotation, reflection, or translation using graph paper, tracing paper, or geometric software.
<a href="#">MAFS.912.G-CO.1.AP.5b:</a>	Create sequences of transformations that map a geometric figure on to itself and another geometric figure.

[MAFS.912.G-CO.2.6:](#)

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.2.AP.6a:</a>	Use descriptions of rigid motion and transformed geometric figures to predict the effects rigid motion has on figures in the coordinate plane.
<a href="#">MAFS.912.G-CO.2.AP.6b:</a>	Knowing that rigid transformations preserve size and shape or distance and angle, use this fact to connect the idea of congruency and develop the definition of congruent.

[MAFS.912.G-CO.2.7:](#)

Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.2.AP.7a:</a>	Use definitions to demonstrate congruency and similarity in figures.

[MAFS.912.G-CO.2.8:](#)

Explain how the criteria for triangle congruence (ASA, SAS, SSS, and Hypotenuse-Leg) follow from the definition of congruence in terms of rigid motions.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.2.AP.8a:</a>	Use the definition of congruence, based on rigid motion, to develop and explain the triangle congruence criteria; ASA, SSS, and SAS.

[MAFS.912.G-CO.3.10:](#)

Prove theorems about triangles; use theorems about triangles to solve problems. Theorems include: measures of interior angles of a triangle sum to  $180^\circ$ ; *triangle inequality theorem*; *base angles of isosceles triangles are congruent*; *the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length*; the medians of a triangle meet at a point.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.3.AP.10a:</a>	Measure the angles and sides of equilateral, isosceles, and scalene triangles to establish facts about triangles.

[MAFS.912.G-CO.3.11:](#)

Prove theorems about parallelograms; use theorems about parallelograms to solve problems. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.3.AP.11a:</a>	Measure the angles and sides of parallelograms to establish facts about parallelograms.

[MAFS.912.G-CO.3.9:](#)

Prove theorems about lines and angles; use theorems about lines and angles to solve problems. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.3.AP.9a:</a>	Measure lengths of line segments and angles to establish the facts about the angles created when parallel lines are cut by a transversal and the points on a perpendicular bisector.

[MAFS.912.G-CO.4.12:](#)

Remarks/Examples:  
Geometry - Fluency Recommendations

Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.4.AP.12a:</a>	Copy a segment.
<a href="#">MAFS.912.G-CO.4.AP.12b:</a>	Copy an angle.
<a href="#">MAFS.912.G-CO.4.AP.12c:</a>	Bisect a segment.
<a href="#">MAFS.912.G-CO.4.AP.12d:</a>	Bisect an angle.
<a href="#">MAFS.912.G-CO.4.AP.12e:</a>	Construct perpendicular lines, including the perpendicular bisector of a line segment.
<a href="#">MAFS.912.G-CO.4.AP.12f:</a>	Construct a line parallel to a given line through a point not on the line.

[MAFS.912.G-CO.4.13:](#) Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.4.AP.13a:</a>	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.

[MAFS.912.G-GMD.1.1:](#) Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GMD.1.AP.1a:</a>	Describe why the formulas work for a circle or cylinder (circumference of a circle, area of a circle, volume of a cylinder) based on a dissection.

[MAFS.912.G-GMD.1.3:](#) Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GMD.1.AP.3a:</a>	Use appropriate formulas to calculate volume for cylinders, pyramids, and cones.

[MAFS.912.G-GMD.2.4:](#) Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GMD.2.AP.4a:</a>	Identify shapes created by cross sections of two-dimensional and three-dimensional figures.

[MAFS.912.G-GPE.1.1:](#) Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GPE.1.AP.1a:</a>	Given the center and the radius of a circle, use the Pythagorean theorem to find the equation of the circle.
<a href="#">MAFS.912.G-GPE.1.AP.1b:</a>	Given the equation, find the center and the radius of a circle.

Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ .

[MAFS.912.G-GPE.2.4:](#)

**Remarks/Examples:**  
**Geometry - Fluency Recommendations**

Fluency with the use of coordinates to establish geometric results, calculate length and angle, and use geometric representations as a modeling tool are some of the most valuable tools in mathematics and related fields.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GPE.2.AP.4a:</a>	Use coordinates to prove simple geometric theorems algebraically.

Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

[MAFS.912.G-GPE.2.5:](#)

**Remarks/Examples:**  
**Geometry - Fluency Recommendations**

Fluency with the use of coordinates to establish geometric results, calculate length and angle, and use geometric representations as a modeling tool are some of the most valuable tools in mathematics and related fields.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GPE.2.AP.5a:</a>	Using slope, prove lines are parallel or perpendicular.
<a href="#">MAFS.912.G-GPE.2.AP.5b:</a>	Find equations of lines based on certain slope criteria such as; finding the equation of a line parallel or perpendicular to a given line that passes through a given point.

[MAFS.912.G-GPE.2.6:](#)

Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GPE.2.AP.6a:</a>	Given two points, find the point on the line segment between the two points that divides the segment into a given ratio.

Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. ★

[MAFS.912.G-GPE.2.7:](#)

Remarks/Examples:
<b>Geometry - Fluency Recommendations</b>
Fluency with the use of coordinates to establish geometric results, calculate length and angle, and use geometric representations as a modeling tool are some of the most valuable tools in mathematics and related fields.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GPE.2.AP.7a:</a>	Use the distance formula to calculate perimeter and area of polygons plotted on a coordinate plane.

[MAFS.912.G-MG.1.1:](#)

Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-MG.1.AP.1a:</a>	Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed.

[MAFS.912.G-MG.1.2:](#)

Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-MG.1.AP.2a:</a>	Recognize the relationship between density and area; density and volume using real-world models.

[MAFS.912.G-MG.1.3:](#)

Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-MG.1.AP.3a:</a>	Apply the formula of geometric figures to solve design problems (e.g., designing an object or structure to satisfy physical restraints or minimize cost).

[MAFS.912.G-SRT.1.1:](#)

Verify experimentally the properties of dilations given by a center and a scale factor:  
a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.  
b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.1.AP.1a:</a>	Given a center and a scale factor, verify experimentally that when dilating a figure in a coordinate plane, a segment of the pre-image that does not pass through the center of the dilation, is parallel to its image when the dilation is performed. However, a segment that passes through the center remains unchanged.
<a href="#">MAFS.912.G-SRT.1.AP.1b:</a>	Given a center and a scale factor, verify experimentally that when performing dilations of a line segment, the pre-image, the segment which becomes the image is longer or shorter based on the ratio given by the scale factor.

[MAFS.912.G-SRT.1.2:](#)

Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.1.AP.2a:</a>	Determine if two figures are similar.
<a href="#">MAFS.912.G-SRT.1.AP.2b:</a>	Given two figures, determine whether they are similar and explain their similarity based on the equality of corresponding angles and the proportionality of corresponding sides.

[MAFS.912.G-SRT.1.3:](#)

Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.1.AP.3a:</a>	Apply the angle-angle (AA) criteria for triangle similarity on two triangles.

[MAFS.912.G-SRT.2.4:](#)

Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.2.AP.4a:</a>	Establish facts about the lengths of segments of sides of a triangle when a line parallel to one side of the triangles divides the other two sides proportionally.

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

[MAFS.912.G-SRT.2.5:](#)

<b>Remarks/Examples:</b> <b>Geometry - Fluency Recommendations</b>
Fluency with the triangle congruence and similarity criteria will help students throughout their investigations of triangles, quadrilaterals, circles, parallelism, and trigonometric ratios. These criteria are necessary tools in many geometric modeling tasks.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.2.AP.5a:</a>	Apply the criteria for triangle congruence and/or similarity (angle-side-angle [ASA], side-angle-side [SAS], side-side-side [SSS], angle [AA]) to determine if geometric shapes that divide into triangles are or are not congruent and/or can be similar.

[MAFS.912.G-SRT.3.6:](#)

Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.3.AP.6a:</a>	Using a corresponding angle of similar right triangles, show that the relationships of the side ratios are the same, which leads to the definition of trigonometric ratios for acute angles.

[MAFS.912.G-SRT.3.7:](#)

Explain and use the relationship between the sine and cosine of complementary angles.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.3.AP.7a:</a>	Explore the sine of an acute angle and the cosine of its complement and determine their relationship.

[MAFS.912.G-SRT.3.8:](#)

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.3.AP.8a:</a>	Apply both trigonometric ratios and Pythagorean Theorem to solve application problems involving right triangles.

[MAFS.912.N-Q.1.1:](#)

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

[MAFS.912.N-RN.1.2:](#)

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.2a:</a>	Convert from radical representation to using rational exponents and vice versa.

[MAFS.912.S-ID.1.1:](#)

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★
<b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

### Related Access Points

Name	Description
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MAFS.912.S-ID.1.4:

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.4a:</a>	Use descriptive stats like range, median, mode, mean and outliers/gaps to describe the data set.

### Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.1:

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### Reason abstractly and quantitatively.

MAFS.K12.MP.2.1:

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1:

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### Model with mathematics.

MAFS.K12.MP.4.1:

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

### Use appropriate tools strategically.

MAFS.K12.MP.5.1:

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see

complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

There are more than 1031 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/10504>



# Access Liberal Arts Mathematics (#7912070)

{ [Liberal Arts Mathematics - 1207310](#) }

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<b>Course Number:</b> 7912070	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Abbreviated Title:</b> ACCESS LIB ARTS MATH
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 9,10,11,12	
<b>NCLB?</b> Yes	
	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.WHST.1.1:](#)

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[MAFS.912.A-APR.1.1:](#)

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

**Remarks/Examples:**

**Algebra 1 - Fluency Recommendations**

Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-APR.1.AP.1a:</a>	Understand the definition of a polynomial.
<a href="#">MAFS.912.A-APR.1.AP.1b:</a>	Understand the concepts of combining like terms and closure.
<a href="#">MAFS.912.A-APR.1.AP.1c:</a>	Add, subtract, and multiply polynomials and understand how closure applies under these operations.

[MAFS.912.A-CED.1.1:](#)

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.1a:</a>	Create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.

[MAFS.912.A-CED.1.2:](#)

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.2a:</a>	Graph equations in two or more variables on coordinate axes with labels and scales.

[MAFS.912.A-CED.1.3:](#)

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.3a:</a>	Identify and interpret the solution of a system of linear equations from a real-world context that has been graphed.

[MAFS.912.A-CED.1.4:](#)

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .* ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.4a:</a>	Solve multi-variable formulas or literal equations for a specific variable.

[MAFS.912.A-REI.1.1:](#)

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.1.AP.1a:</a>	Solve equations with one or two variables and explain the process.

[MAFS.912.A-REI.1.2:](#)

Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.1.AP.2a:</a>	Solve simple rational and radical equations in one variable.

[MAFS.912.A-REI.2.3:](#)

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.2.AP.3a:</a>	Solve linear equations in one variable, including coefficients represented by letters.
<a href="#">MAFS.912.A-REI.2.AP.3b:</a>	Solve linear inequalities in one variable, including coefficients represented by letters.

[MAFS.912.A-REI.3.5:](#)

Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.3.AP.5a:</a>	Create a multiple of a linear equation showing that they are equivalent (e.g., $x + y = 6$ is equivalent to $2x + 2y = 12$ ).
<a href="#">MAFS.912.A-REI.3.AP.5b:</a>	Find the sum of two equations.

[MAFS.912.A-REI.3.6:](#)

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.3.AP.6a:</a>	Given a graph, describe or select the solution to a system of linear equations.
<a href="#">MAFS.912.A-REI.3.AP.6b:</a>	Solve systems of nonlinear equations using substitution.

[MAFS.912.A-REI.4.10:](#)

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.10a:</a>	Identify and graph the solutions (ordered pairs) on a graph of an equation in two variables.

[MAFS.912.A-REI.4.11:](#)

Explain why the x-coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.11a:</a>	Understand the solution to a system of two linear equations in two variables corresponds to a point(s) of an intersection of their graphs, because the point(s) of intersection satisfies both equations simultaneously.

[MAFS.912.A-REI.4.12:](#)

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.12a:</a>	Graph a linear inequality in two variables using at least two coordinate pairs that are solutions.
<a href="#">MAFS.912.A-REI.4.AP.12b:</a>	Graph a system of linear inequalities in two variables using at least two coordinate pairs for each inequality.

Interpret expressions that represent a quantity in terms of its context. ★

[MAFS.912.A-SSE.1.1:](#)

- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of P and a factor not depending on P.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.1.AP.1a:</a>	Identify the different parts of the expression and explain their meaning within the context of a problem.
<a href="#">MAFS.912.A-SSE.1.AP.1b:</a>	Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts.

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★

[MAFS.912.A-SSE.2.3:](#)

- Factor a quadratic expression to reveal the zeros of the function it defines.
- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.2.AP.3a:</a>	Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros.
<a href="#">MAFS.912.A-SSE.2.AP.3b:</a>	Given a quadratic function, explain the meaning of the zeros of the function (e.g., if $f(x) = (x - c)(x - a)$ then $f(a) = 0$ and $f(c) = 0$ ).
<a href="#">MAFS.912.A-SSE.2.AP.3c:</a>	Given a quadratic expression, explain the meaning of the zeros graphically (e.g., for an expression $(x - a)(x - c)$ , a and c correspond to the x-intercepts (if a and c are real)).
<a href="#">MAFS.912.A-SSE.2.AP.3d:</a>	Write expressions in equivalent forms by completing the square to convey the vertex form, to find the maximum or minimum value of a quadratic function, and to explain the meaning of the vertex.
<a href="#">MAFS.912.A-SSE.2.AP.3e:</a>	Use properties of exponents (such as power of a power, product of powers, power of a product, and rational exponents, etc.) to write an equivalent form of an exponential function to reveal and explain specific information about its approximate rate of growth or decay.

[MAFS.912.F-IF.1.1:](#)

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation  $y = f(x)$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.1.AP.1a:</a>	Demonstrate that to be a function, from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.
<a href="#">MAFS.912.F-IF.1.AP.1b:</a>	Map elements of the domain sets to the corresponding range sets of functions and determine the rules in the relationship.

[MAFS.912.F-IF.1.2:](#)

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.1.AP.2a:</a>	Match the correct function notation to a function or a model of a function (e.g., $x f(x) y$ ).

[MAFS.912.F-IF.2.4:](#)

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.4a:</a>	Recognize and interpret the key features of a function.
<a href="#">MAFS.912.F-IF.2.AP.4b:</a>	Select the graph that matches the description of the relationship between two quantities in the function.

[MAFS.912.F-IF.2.5:](#)

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.5a:</a>	Given the graph of a function, determine the domain.

[MAFS.912.F-IF.2.6:](#)

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.6a:</a>	Describe the rate of change of a function using words.
<a href="#">MAFS.912.F-IF.2.AP.6b:</a>	Describe the rate of change of a function using numbers.
<a href="#">MAFS.912.F-IF.2.AP.6c:</a>	Pair the rate of change with its graph.

Distinguish between situations that can be modeled with linear functions and with exponential functions. ★

- Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

[MAFS.912.F-LE.1.1:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.1a:</a>	Select the appropriate graphical representation of a linear model based on real-world events.
<a href="#">MAFS.912.F-LE.1.AP.1b:</a>	In a linear situation using graphs or numbers, predict the change in rate based on a given change in one variable (e.g., If I have been adding sugar at a rate of 1T per cup of water, what happens to my rate if I switch to 2T of sugar for every cup of water?).

[MAFS.912.G-CO.1.1:](#)

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.1a:</a>	Identify precise definitions of angle, circle, perpendicular line, parallel line and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

[MAFS.912.G-CO.1.3:](#)

Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.3a:</a>	Describe the rotations and reflections of a rectangle, parallelogram, trapezoid, or regular polygon that maps each figure onto itself.

[MAFS.912.G-CO.1.4:](#)

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.4a:</a>	Using previous comparisons and descriptions of transformations, develop and understand the meaning of rotations, reflections, and translations based on angles, circles, perpendicular lines, parallel lines, and line segments.

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

[MAFS.912.G-CO.4.12:](#)

<p><b>Remarks/Examples:</b></p> <p><b>Geometry - Fluency Recommendations</b></p> <p>Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.</p>
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### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.4.AP.12a:</a>	Copy a segment.
<a href="#">MAFS.912.G-CO.4.AP.12b:</a>	Copy an angle.
<a href="#">MAFS.912.G-CO.4.AP.12c:</a>	Bisect a segment.
<a href="#">MAFS.912.G-CO.4.AP.12d:</a>	Bisect an angle.
<a href="#">MAFS.912.G-CO.4.AP.12e:</a>	Construct perpendicular lines, including the perpendicular bisector of a line segment.
<a href="#">MAFS.912.G-CO.4.AP.12f:</a>	Construct a line parallel to a given line through a point not on the line.

[MAFS.912.G-CO.4.13:](#)

Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.4.AP.13a:</a>	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.

[MAFS.912.G-GMD.1.3:](#) Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GMD.1.AP.3a:</a>	Use appropriate formulas to calculate volume for cylinders, pyramids, and cones.

[MAFS.912.G-GMD.2.4:](#) Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GMD.2.AP.4a:</a>	Identify shapes created by cross sections of two-dimensional and three-dimensional figures.

[MAFS.912.G-MG.1.1:](#) Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-MG.1.AP.1a:</a>	Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed.

[MAFS.912.G-MG.1.2:](#) Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-MG.1.AP.2a:</a>	Recognize the relationship between density and area; density and volume using real-world models.

[MAFS.912.G-MG.1.3:](#) Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-MG.1.AP.3a:</a>	Apply the formula of geometric figures to solve design problems (e.g., designing an object or structure to satisfy physical restraints or minimize cost).

[MAFS.912.G-SRT.1.2:](#) Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.1.AP.2a:</a>	Determine if two figures are similar.
<a href="#">MAFS.912.G-SRT.1.AP.2b:</a>	Given two figures, determine whether they are similar and explain their similarity based on the equality of corresponding angles and the proportionality of corresponding sides.

[MAFS.912.G-SRT.1.3:](#) Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.1.AP.3a:</a>	Apply the angle-angle (AA) criteria for triangle similarity on two triangles.

[MAFS.912.G-SRT.2.4:](#) Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

### Related Access Points

Name	Description
<a href="#">MAFS.912.G-SRT.2.AP.4a:</a>	Establish facts about the lengths of segments of sides of a triangle when a line parallel to one side of the triangles divides the other two sides proportionally.

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

[MAFS.912.G-SRT.2.5:](#)

**Remarks/Examples:**  
**Geometry - Fluency Recommendations**

Fluency with the triangle congruence and similarity criteria will help students throughout their investigations of triangles, quadrilaterals, circles, parallelism, and trigonometric ratios. These criteria are necessary tools in many geometric modeling tasks.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.G- SRT.2.AP.5a:</a>	Apply the criteria for triangle congruence and/or similarity (angle-side-angle [ASA], side-angle-side [SAS], side-side-side [SSS], angle-angle [AA]) to determine if geometric shapes that divide into triangles are or are not congruent and/or can be similar.

[MAFS.912.N-Q.1.1:](#) Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

Define appropriate quantities for the purpose of descriptive modeling. ★

[MAFS.912.N-Q.1.2:](#)

<b>Remarks/Examples:</b> <b>Algebra 1 Content Notes:</b> Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.
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**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.2a:</a>	Determine and interpret appropriate quantities when using descriptive modeling.

[MAFS.912.N-Q.1.3:](#) Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.3a:</a>	Describe the accuracy of measurement when reporting quantities (you can lessen your limitations by measuring precisely).

[MAFS.912.N-RN.1.2:](#) Rewrite expressions involving radicals and rational exponents using the properties of exponents.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.2a:</a>	Convert from radical representation to using rational exponents and vice versa.

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

[MAFS.912.S-ID.1.1:](#)

<b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
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**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.1a:</a>	Complete a graph given the data, using dot plots, histograms or box plots.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

[MAFS.912.S-ID.1.2:](#)

<b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
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**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.2a:</a>	Describe a distribution using center and spread
<a href="#">MAFS.912.S-ID.1.AP.2b:</a>	Use the correct measure of center and spread to describe a distribution that is symmetric or skewed.
<a href="#">MAFS.912.S-ID.1.AP.2c:</a>	Identify outliers (extreme data points) and their effects on data sets.
<a href="#">MAFS.912.S-ID.1.AP.2d:</a>	Compare two or more different data sets using the center and spread of each.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

[MAFS.912.S-ID.1.3:](#)

<b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
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**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.3a:</a>	Use statistical vocabulary to describe the difference in shape, spread, outliers and the center (mean).

[MAFS.912.S-ID.1.4:](#)

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.4a:</a>	Use descriptive stats like range, median, mode, mean and outliers/gaps to describe the data set.

### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### Reason abstractly and quantitatively.

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### Model with mathematics.

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

### Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Attend to precision.

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### Look for and make use of structure.

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

There are more than 1075 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1764>



# Access Algebra 1 (#7912075)

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<b>Course Number:</b> 7912075	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> Access Algebra 1
<b>Number of Credits:</b> Multiple Credit (more than 1 credit)	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Draft - Course Pending Approval	<b>Grade Level(s) Version:</b> 9,10,11,12
<b>Keywords:</b> algebra, access	<b>Graduation Requirement:</b> Mathematics
<b>Grade Level(s):</b> 9, 10, 11, 12	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>NCLB?</b> Yes	

## GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker’s point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker’s point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.WHST.1.1:](#)

Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[MAFS.912.A-APR.1.1:](#)

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

<p><b>Remarks/Examples:</b>  <b>Algebra 1 - Fluency Recommendations</b></p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
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**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-APR.1.AP.1a:</a>	Understand the definition of a polynomial.
<a href="#">MAFS.912.A-APR.1.AP.1b:</a>	Understand the concepts of combining like terms and closure.
<a href="#">MAFS.912.A-APR.1.AP.1c:</a>	Add, subtract, and multiply polynomials and understand how closure applies under these operations.

[MAFS.912.A-APR.2.3:](#)

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-APR.2.AP.3a:</a>	Find the zeros of a polynomial when the polynomial is factored (e.g., If given the polynomial equation $y = x^2 + 5x + 6$ , factor the polynomial as $y = (x + 3)(x + 2)$ . Then find the zeros of $y$ by setting each factor equal to zero and solving. $x = -2$ and $x = -3$ are the two zeroes of $y$ .)
<a href="#">MAFS.912.A-APR.2.AP.3b:</a>	Use the zeros of a function to sketch a graph of the function.

[MAFS.912.A-CED.1.1:](#)

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-</a>	Create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual

[CED.1.AP.1a:](#) situation to solve problems.

[MAFS.912.A-CED.1.2:](#) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.2a:</a>	Graph equations in two or more variables on coordinate axes with labels and scales.

[MAFS.912.A-CED.1.3:](#) Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.3a:</a>	Identify and interpret the solution of a system of linear equations from a real-world context that has been graphed.

[MAFS.912.A-CED.1.4:](#) Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .* ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.4a:</a>	Solve multi-variable formulas or literal equations for a specific variable.

[MAFS.912.A-REI.1.1:](#) Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.1.AP.1a:</a>	Solve equations with one or two variables and explain the process.

[MAFS.912.A-REI.2.3:](#) Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.2.AP.3a:</a>	Solve linear equations in one variable, including coefficients represented by letters.
<a href="#">MAFS.912.A-REI.2.AP.3b:</a>	Solve linear inequalities in one variable, including coefficients represented by letters.

Solve quadratic equations in one variable.

[MAFS.912.A-REI.2.4:](#)

- Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.
- Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.2.AP.4a:</a>	Solve quadratic equations by completing the square.
<a href="#">MAFS.912.A-REI.2.AP.4b:</a>	Solve quadratic equations by using the quadratic formula.
<a href="#">MAFS.912.A-REI.2.AP.4c:</a>	Solve quadratic equations by factoring.

[MAFS.912.A-REI.3.5:](#) Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.3.AP.5a:</a>	Create a multiple of a linear equation showing that they are equivalent (e.g., $x + y = 6$ is equivalent to $2x + 2y = 12$ ).
<a href="#">MAFS.912.A-REI.3.AP.5b:</a>	Find the sum of two equations.

[MAFS.912.A-REI.3.6:](#) Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.3.AP.6a:</a>	Given a graph, describe or select the solution to a system of linear equations.
<a href="#">MAFS.912.A-REI.3.AP.6b:</a>	Solve systems of nonlinear equations using substitution.

[MAFS.912.A-REI.4.10:](#)

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.10a:</a>	Identify and graph the solutions (ordered pairs) on a graph of an equation in two variables.

[MAFS.912.A-REI.4.11:](#)

Explain why the x-coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.11a:</a>	Understand the solution to a system of two linear equations in two variables corresponds to a point(s) of an intersection of their graphs, because the point(s) of intersection satisfies both equations simultaneously.

[MAFS.912.A-REI.4.12:](#)

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.12a:</a>	Graph a linear inequality in two variables using at least two coordinate pairs that are solutions.
<a href="#">MAFS.912.A-REI.4.AP.12b:</a>	Graph a system of linear inequalities in two variables using at least two coordinate pairs for each inequality.

[MAFS.912.A-SSE.1.1:](#)

Interpret expressions that represent a quantity in terms of its context. ★

- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.1.AP.1a:</a>	Identify the different parts of the expression and explain their meaning within the context of a problem.
<a href="#">MAFS.912.A-SSE.1.AP.1b:</a>	Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts.

[MAFS.912.A-SSE.1.2:](#)

Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.1.AP.2a:</a>	Rewrite algebraic expressions in different equivalent forms, such as factoring or combining like terms.
<a href="#">MAFS.912.A-SSE.1.AP.2b:</a>	Use factoring techniques such as common factors, grouping, the difference of two squares, the sum or difference of two cubes, or a combination of methods to factor completely.
<a href="#">MAFS.912.A-SSE.1.AP.2c:</a>	Simplify expressions including combining like terms, using the distributive property, and other operations with polynomials.

[MAFS.912.A-SSE.2.3:](#)

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★

- Factor a quadratic expression to reveal the zeros of the function it defines.
- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.2.AP.3a:</a>	Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros.
<a href="#">MAFS.912.A-SSE.2.AP.3b:</a>	Given a quadratic function, explain the meaning of the zeros of the function (e.g., if $f(x) = (x - c)(x - a)$ then $f(a) = 0$ and $f(c) = 0$ ).
<a href="#">MAFS.912.A-SSE.2.AP.3c:</a>	Given a quadratic expression, explain the meaning of the zeros graphically (e.g., for an expression $(x - a)(x - c)$ , $a$ and $c$ correspond to the x-intercepts (if $a$ and $c$ are real)).
<a href="#">MAFS.912.A-SSE.2.AP.3d:</a>	Write expressions in equivalent forms by completing the square to convey the vertex form, to find the maximum or minimum value of a quadratic function, and to explain the meaning of the vertex.
<a href="#">MAFS.912.A-SSE.2.AP.3e:</a>	Use properties of exponents (such as power of a power, product of powers, power of a product, and rational exponents, etc.) to write an equivalent form of an exponential function to reveal and explain specific information about its approximate rate of growth or decay.

Write a function that describes a relationship between two quantities. ★

- Determine an explicit expression, a recursive process, or steps for calculation from a context.
- Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by

[MAFS.912.F-BF.1.1:](#)

adding a constant function to a decaying exponential, and relate these functions to the model.

c. Compose functions. For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time.

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.1.AP.1a:</a>	Select a function that describes a relationship between two quantities (e.g., relationship between inches and centimeters, Celsius Fahrenheit, distance = rate $\times$ time, recipe for peanut butter and jelly- relationship of peanut butter to jelly $f(x)=2x$ , where $x$ is the quantity of jelly, and $f(x)$ is peanut butter.

Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

[MAFS.912.F-BF.2.3:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.2.AP.3a:</a>	Write or select the graph that represents a defined change in the function (e.g., recognize the effect of changing $k$ on the corresponding graph).

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

[MAFS.912.F-IF.1.1:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.1.AP.1a:</a>	Demonstrate that to be a function, from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.
<a href="#">MAFS.912.F-IF.1.AP.1b:</a>	Map elements of the domain sets to the corresponding range sets of functions and determine the rules in the relationship.

[MAFS.912.F-IF.1.2:](#)

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.1.AP.2a:</a>	Match the correct function notation to a function or a model of a function (e.g., $x f(x) y$ ).

[MAFS.912.F-IF.1.3:](#)

Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.1.AP.3a:</a>	Recognize that the domain of a sequence is a subset of the integers. .

[MAFS.912.F-IF.2.4:](#)

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.4a:</a>	Recognize and interpret the key features of a function.
<a href="#">MAFS.912.F-IF.2.AP.4b:</a>	Select the graph that matches the description of the relationship between two quantities in the function.

[MAFS.912.F-IF.2.5:](#)

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.5a:</a>	Given the graph of a function, determine the domain.

[MAFS.912.F-IF.2.6:](#)

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.6a:</a>	Describe the rate of change of a function using words.
<a href="#">MAFS.912.F-IF.2.AP.6b:</a>	Describe the rate of change of a function using numbers.
<a href="#">MAFS.912.F-IF.2.AP.6c:</a>	Pair the rate of change with its graph.

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as  $y = (1.02)^x$ ;  $y = (0.97)^x$ ;  $y = (1.01)^{2x}$ ;  $y = (1.2)^{x/10}$ , and classify them as representing exponential growth or decay.

[MAFS.912.F-IF.3.8:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.8a:</a>	Write or select an equivalent form of a function [e.g., $y = mx + b$ , $f(x) = y$ , $y - y1 = m(x - x1)$ , $Ax + By = C$ ].
<a href="#">MAFS.912.F-IF.3.AP.8b:</a>	Describe the properties of a function (e.g., rate of change, maximum, minimum, etc.).

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

[MAFS.912.F-IF.3.9:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.9a:</a>	Compare the properties of two functions.

Distinguish between situations that can be modeled with linear functions and with exponential functions. ★

- Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

[MAFS.912.F-LE.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.1a:</a>	Select the appropriate graphical representation of a linear model based on real-world events.
<a href="#">MAFS.912.F-LE.1.AP.1b:</a>	In a linear situation using graphs or numbers, predict the change in rate based on a given change in one variable (e.g., If I have been adding sugar at a rate of 1T per cup of water, what happens to my rate if I switch to 2T of sugar for every cup of water?).

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★

[MAFS.912.F-LE.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.2a:</a>	Select the graph, the description of a relationship or two input-output pairs of linear functions.

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★

[MAFS.912.F-LE.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.3a:</a>	Compare graphs of linear, exponential, and quadratic growth graphed on the same coordinate plane.

Interpret the parameters in a linear or exponential function in terms of a context. ★

[MAFS.912.F-LE.2.5:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.2.AP.5a:</a>	Describe the meaning of the factors and intercepts on linear and exponential functions.

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

[MAFS.912.N-Q.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

Define appropriate quantities for the purpose of descriptive modeling. ★

[MAFS.912.N-Q.1.2:](#)

#### Remarks/Examples:

#### Algebra 1 Content Notes:

Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.2a:</a>	Determine and interpret appropriate quantities when using descriptive modeling.

[MAFS.912.N-Q.1.3:](#) Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.3a:</a>	Describe the accuracy of measurement when reporting quantities (you can lessen your limitations by measuring precisely).

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define  $\sqrt[5]{5}$  to be the cube root of 5 because we want  $(\sqrt[5]{5})^3 = 5^{3/5}$  to hold, so  $(5^{3/5})^5$  must equal 5.

[MAFS.912.N-RN.1.1:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.1a:</a>	Understand that the denominator of the rational exponent is the root index and the numerator is the exponent of the radicand (e.g., $5^{1/2} = \sqrt{5}$ ).
<a href="#">MAFS.912.N-RN.1.AP.1b:</a>	Extend the properties of exponents to justify that $(5^{1/2})^2=5$

[MAFS.912.N-RN.1.2:](#) Rewrite expressions involving radicals and rational exponents using the properties of exponents.

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.2a:</a>	Convert from radical representation to using rational exponents and vice versa.

Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

[MAFS.912.N-RN.2.3:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.2.AP.3a:</a>	Know and justify that when adding or multiplying two rational numbers the result is a rational number.
<a href="#">MAFS.912.N-RN.2.AP.3b:</a>	Know and justify that when adding a rational number and an irrational number the result is irrational.
<a href="#">MAFS.912.N-RN.2.AP.3c:</a>	Know and justify that when multiplying of a nonzero rational number and an irrational number the result is irrational.

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

[MAFS.912.S-ID.1.1:](#)

**Remarks/Examples:**  
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.1a:</a>	Complete a graph given the data, using dot plots, histograms or box plots.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

[MAFS.912.S-ID.1.2:](#)

**Remarks/Examples:**  
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.2a:</a>	Describe a distribution using center and spread
<a href="#">MAFS.912.S-ID.1.AP.2b:</a>	Use the correct measure of center and spread to describe a distribution that is symmetric or skewed.
<a href="#">MAFS.912.S-ID.1.AP.2c:</a>	Identify outliers (extreme data points) and their effects on data sets.
<a href="#">MAFS.912.S-ID.1.AP.2d:</a>	Compare two or more different data sets using the center and spread of each.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

[MAFS.912.S-ID.1.3:](#)

**Remarks/Examples:**  
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.3a:</a>	Use statistical vocabulary to describe the difference in shape, spread, outliers and the center (mean).

[MAFS.912.S-ID.2.5:](#)

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.2.AP.5a:</a>	Recognize associations and trends in data from a two-way table.

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★

- Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.
- Informally assess the fit of a function by plotting and analyzing residuals.
- Fit a linear function for a scatter plot that suggests a linear association.

[MAFS.912.S-ID.2.6:](#)

**Remarks/Examples:**  
 Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.2.AP.6a:</a>	Create a scatter plot from two quantitative variables.
<a href="#">MAFS.912.S-ID.2.AP.6b:</a>	Describe the form, strength, and direction of the relationship.
<a href="#">MAFS.912.S-ID.2.AP.6c:</a>	Categorize data as linear or not.
<a href="#">MAFS.912.S-ID.2.AP.6d:</a>	Use algebraic methods and technology to fit a linear function to the data.
<a href="#">MAFS.912.S-ID.2.AP.6e:</a>	Use the function to predict values.
<a href="#">MAFS.912.S-ID.2.AP.6f:</a>	Explain the meaning of the constant and coefficients in context.

[MAFS.912.S-ID.3.7:](#)

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.3.AP.7a:</a>	Interpret the meaning of the slope and y-intercept in context.

[MAFS.912.S-ID.3.8:](#)

Compute (using technology) and interpret the correlation coefficient of a linear fit. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.3.AP.8a:</a>	Identify the correlation coefficient ( $r$ ) of a linear fit.
<a href="#">MAFS.912.S-ID.3.AP.8b:</a>	Describe the correlation coefficient ( $r$ ) of a linear fit (e.g., a strong or weak positive, negative, perfect correlation).

[MAFS.912.S-ID.3.9:](#)

Distinguish between correlation and causation. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.3.AP.9a:</a>	Given a correlation in a real-world scenario, determine if there is causation.

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to

<a href="#">MAFS.K12.MP.3.1:</a>	<p>the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<a href="#">MAFS.K12.MP.4.1:</a>	<p><b>Model with mathematics.</b></p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<a href="#">MAFS.K12.MP.5.1:</a>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<a href="#">MAFS.K12.MP.6.1:</a>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<a href="#">MAFS.K12.MP.7.1:</a>	<p><b>Look for and make use of structure.</b></p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see <math>7 \times 8</math> equals the well remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property. In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see <math>5 - 3(x - y)^2</math> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers <math>x</math> and <math>y</math>.</p>
<a href="#">MAFS.K12.MP.8.1:</a>	<p><b>Look for and express regularity in repeated reasoning.</b></p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation <math>(y - 2)/(x - 1) = 3</math>. Noticing the regularity in the way terms cancel when expanding <math>(x - 1)(x + 1)</math>, <math>(x - 1)(x^2 + x + 1)</math>, and <math>(x - 1)(x^3 + x^2 + x + 1)</math> might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>
<a href="#">MAFS.912.F-IF.3.7a:</a>	<p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>
<a href="#">MAFS.912.F-IF.3.7b:</a>	<p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p>
<a href="#">MAFS.912.F-IF.3.7c:</a>	<p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p>
<a href="#">MAFS.912.F-IF.3.7e:</a>	<p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.</p>

There are more than 1054 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12901>



# Access Algebra 1A (#7912080) [{ Algebra 1-A - 1200370 }](#)

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<b>Course Number:</b> 7912080	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS ALGEBRA 1A
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Draft - Course Pending Approval	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>Grade Level(s) Version:</b> 9,10,11,12	
<b>NCLB?</b> Yes	

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.

[LAFS.910.SL.1.AP.1b](#): Summarize points of agreement and disagreement within a discussion on a given topic or text.

[LAFS.910.SL.1.AP.1c](#): Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

[LAFS.910.SL.1.AP.1d](#): Work with peers to set rules for collegial discussions and decision making.

[LAFS.910.SL.1.AP.1e](#): Actively seek the ideas or opinions of others in a discussion on a given topic or text.

[LAFS.910.SL.1.AP.1f](#): Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2](#):

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a</a> :	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3](#):

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a</a> :	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b</a> :	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c</a> :	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d</a> :	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4](#):

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a</a> :	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.1](#):

[LAFS.910.WHST.2.4](#):

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9](#):

Draw evidence from informational texts to support analysis, reflection, and research.

[MAFS.912.A-CED.1.1](#):

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.1a</a> :	Create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.

[MAFS.912.A-CED.1.2](#):

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.2a</a> :	Graph equations in two or more variables on coordinate axes with labels and scales.

[MAFS.912.A-CED.1.3](#):

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.3a</a> :	Identify and interpret the solution of a system of linear equations from a real-world context that has been graphed.

[MAFS.912.A-CED.1.4](#):

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .* ★

#### Related Access Points

Name	Description
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[MAFS.912.A-CED.1.AP.4a:](#)

Solve multi-variable formulas or literal equations for a specific variable.

[MAFS.912.A-REI.1.1:](#)

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.1.AP.1a:</a>	Solve equations with one or two variables and explain the process.

[MAFS.912.A-REI.2.3:](#)

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.2.AP.3a:</a>	Solve linear equations in one variable, including coefficients represented by letters.
<a href="#">MAFS.912.A-REI.2.AP.3b:</a>	Solve linear inequalities in one variable, including coefficients represented by letters.

[MAFS.912.A-REI.3.5:](#)

Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.3.AP.5a:</a>	Create a multiple of a linear equation showing that they are equivalent (e.g., $x + y = 6$ is equivalent to $2x + 2y = 12$ ).
<a href="#">MAFS.912.A-REI.3.AP.5b:</a>	Find the sum of two equations.

[MAFS.912.A-REI.3.6:](#)

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.3.AP.6a:</a>	Given a graph, describe or select the solution to a system of linear equations.
<a href="#">MAFS.912.A-REI.3.AP.6b:</a>	Solve systems of nonlinear equations using substitution.

[MAFS.912.A-REI.4.10:](#)

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.10a:</a>	Identify and graph the solutions (ordered pairs) on a graph of an equation in two variables.

[MAFS.912.A-REI.4.11:](#)

Explain why the x-coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.11a:</a>	Understand the solution to a system of two linear equations in two variables corresponds to a point(s) of an intersection of their graphs, because the point(s) of intersection satisfies both equations simultaneously.

[MAFS.912.A-REI.4.12:](#)

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.12a:</a>	Graph a linear inequality in two variables using at least two coordinate pairs that are solutions.
<a href="#">MAFS.912.A-REI.4.AP.12b:</a>	Graph a system of linear inequalities in two variables using at least two coordinate pairs for each inequality.

[MAFS.912.A-SSE.1.1:](#)

Interpret expressions that represent a quantity in terms of its context. ★

- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.1.AP.1a:</a>	Identify the different parts of the expression and explain their meaning within the context of a problem.
<a href="#">MAFS.912.A-SSE.1.AP.1b:</a>	Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts.

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★

[MAFS.912.A-SSE.2.3:](#)

- Factor a quadratic expression to reveal the zeros of the function it defines.
- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.2.AP.3a:</a>	Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros.
<a href="#">MAFS.912.A-SSE.2.AP.3b:</a>	Given a quadratic function, explain the meaning of the zeros of the function (e.g., if $f(x) = (x - c)(x - a)$ then $f(a) = 0$ and $f(c) = 0$ ).
<a href="#">MAFS.912.A-SSE.2.AP.3c:</a>	Given a quadratic expression, explain the meaning of the zeros graphically (e.g., for an expression $(x - a)(x - c)$ , $a$ and $c$ correspond to the $x$ -intercepts (if $a$ and $c$ are real)).
<a href="#">MAFS.912.A-SSE.2.AP.3d:</a>	Write expressions in equivalent forms by completing the square to convey the vertex form, to find the maximum or minimum value of a quadratic function, and to explain the meaning of the vertex.
<a href="#">MAFS.912.A-SSE.2.AP.3e:</a>	Use properties of exponents (such as power of a power, product of powers, power of a product, and rational exponents, etc.) to write an equivalent form of an exponential function to reveal and explain specific information about its approximate rate of growth or decay.

Write a function that describes a relationship between two quantities. ★

[MAFS.912.F-BF.1.1:](#)

- Determine an explicit expression, a recursive process, or steps for calculation from a context.
- Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
- Compose functions. For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.1.AP.1a:</a>	Select a function that describes a relationship between two quantities (e.g., relationship between inches and centimeters, Celsius Fahrenheit, distance = rate $\times$ time, recipe for peanut butter and jelly- relationship of peanut butter to jelly $f(x)=2x$ , where $x$ is the quantity of jelly, and $f(x)$ is peanut butter).

[MAFS.912.F-BF.2.3:](#)

Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.2.AP.3a:</a>	Write or select the graph that represents a defined change in the function (e.g., recognize the effect of changing $k$ on the corresponding graph).

[MAFS.912.F-IF.1.1:](#)

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.1.AP.1a:</a>	Demonstrate that to be a function, from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.
<a href="#">MAFS.912.F-IF.1.AP.1b:</a>	Map elements of the domain sets to the corresponding range sets of functions and determine the rules in the relationship.

[MAFS.912.F-IF.1.2:](#)

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.1.AP.2a:</a>	Match the correct function notation to a function or a model of a function (e.g., $x f(x) y$ ).

[MAFS.912.F-IF.1.3:](#)

Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.1.AP.3a:</a>	Recognize that the domain of a sequence is a subset of the integers. .

[MAFS.912.F-IF.2.4:](#)

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.4a:</a>	Recognize and interpret the key features of a function.
<a href="#">MAFS.912.F-IF.2.AP.4b:</a>	Select the graph that matches the description of the relationship between two quantities in the function.

[MAFS.912.F-IF.2.5:](#)

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.5a:</a>	Given the graph of a function, determine the domain.

[MAFS.912.F-IF.2.6:](#)

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.6a:</a>	Describe the rate of change of a function using words.
<a href="#">MAFS.912.F-IF.2.AP.6b:</a>	Describe the rate of change of a function using numbers.
<a href="#">MAFS.912.F-IF.2.AP.6c:</a>	Pair the rate of change with its graph.

[MAFS.912.F-IF.3.7:](#)

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★

- Graph linear and quadratic functions and show intercepts, maxima, and minima.
- Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
- Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.7a:</a>	Select a graph of a function that displays its symbolic representation (e.g., $f(x) = 3x + 5$ ).
<a href="#">MAFS.912.F-IF.3.AP.7b:</a>	Locate the key features of linear and quadratic equations.

[MAFS.912.F-IF.3.9:](#)

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.9a:</a>	Compare the properties of two functions.

[MAFS.912.F-LE.1.1:](#)

Distinguish between situations that can be modeled with linear functions and with exponential functions. ★

- Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.1a:</a>	Select the appropriate graphical representation of a linear model based on real-world events.
<a href="#">MAFS.912.F-LE.1.AP.1b:</a>	In a linear situation using graphs or numbers, predict the change in rate based on a given change in one variable (e.g., If I have been adding sugar at a rate of 1T per cup of water, what happens to my rate if I switch to 2T of sugar for every cup of water?).

[MAFS.912.F-LE.1.2:](#)

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.2a:</a>	Select the graph, the description of a relationship or two input-output pairs of linear functions.

[MAFS.912.F-LE.1.3:](#)

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★

### Related Access Points

Name	Description
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[MAFS.912.F-LE.1.AP.3a:](#) Compare graphs of linear, exponential, and quadratic growth graphed on the same coordinate plane.

[MAFS.912.F-LE.2.5:](#)

Interpret the parameters in a linear or exponential function in terms of a context. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.2.AP.5a:</a>	Describe the meaning of the factors and intercepts on linear and exponential functions.

[MAFS.912.N-Q.1.1:](#)

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

Define appropriate quantities for the purpose of descriptive modeling. ★

[MAFS.912.N-Q.1.2:](#)

**Remarks/Examples:**  
**Algebra 1 Content Notes:**  
Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.2a:</a>	Determine and interpret appropriate quantities when using descriptive modeling.

[MAFS.912.N-Q.1.3:](#)

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.3a:</a>	Describe the accuracy of measurement when reporting quantities (you can lessen your limitations by measuring precisely).

[MAFS.912.N-RN.1.1:](#)

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $(5^{1/3})^3 = 5^{(1/3)3}$  to hold, so  $(5^{1/3})^3$  must equal 5.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.1a:</a>	Understand that the denominator of the rational exponent is the root index and the numerator is the exponent of the radicand (e.g., $5^{1/2} = \sqrt{5}$ ).
<a href="#">MAFS.912.N-RN.1.AP.1b:</a>	Extend the properties of exponents to justify that $(5^{1/2})^2 = 5$

[MAFS.912.N-RN.1.2:](#)

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.2a:</a>	Convert from radical representation to using rational exponents and vice versa.

[MAFS.912.S-ID.1.1:](#)

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

**Remarks/Examples:**  
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.1a:</a>	Complete a graph given the data, using dot plots, histograms or box plots.

[MAFS.912.S-ID.1.4:](#)

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.4a:</a>	Use descriptive stats like range, median, mode, mean and outliers/gaps to describe the data set.

Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Reason abstractly and quantitatively.**

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Model with mathematics.**

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 889 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1765>



# Access Algebra 1B (#7912090) [{ Algebra 1-B - 1200380 }](#)

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<b>Course Number:</b> 7912090	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS ALGEBRA 1B
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core	
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Grade Level(s) Version:</b> 9,10,11,12	
<b>NCLB?</b> Yes	<b>Graduation Requirement:</b> Mathematics
	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>

### Related Access Points

Name	Description
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<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker’s point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker’s point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.WHST.1.1:](#)

- Write arguments focused on discipline-specific content.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[MAFS.912.A-APR.1.1:](#)

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

<p><b>Remarks/Examples:</b>  <b>Algebra 1 - Fluency Recommendations</b></p> <p>Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.</p>
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**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-APR.1.AP.1a:</a>	Understand the definition of a polynomial.
<a href="#">MAFS.912.A-APR.1.AP.1b:</a>	Understand the concepts of combining like terms and closure.
<a href="#">MAFS.912.A-APR.1.AP.1c:</a>	Add, subtract, and multiply polynomials and understand how closure applies under these operations.

[MAFS.912.A-APR.2.3:](#)

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-APR.2.AP.3a:</a>	Find the zeros of a polynomial when the polynomial is factored (e.g., If given the polynomial equation $y = x^2 + 5x + 6$ , factor the polynomial as $y = (x + 3)(x + 2)$ . Then find the zeros of $y$ by setting each factor equal to zero and solving. $x = -2$ and $x = -3$ are the two zeroes of $y$ ).

[MAFS.912.A-APR.2.AP.3b:](#) Use the zeros of a function to sketch a graph of the function.

[MAFS.912.A-CED.1.1:](#)

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.1a:</a>	Create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.

[MAFS.912.A-CED.1.2:](#)

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.2a:</a>	Graph equations in two or more variables on coordinate axes with labels and scales.

[MAFS.912.A-CED.1.4:](#)

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .* ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.4a:</a>	Solve multi-variable formulas or literal equations for a specific variable.

Solve quadratic equations in one variable.

[MAFS.912.A-REI.2.4:](#)

- Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.
- Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.2.AP.4a:</a>	Solve quadratic equations by completing the square.
<a href="#">MAFS.912.A-REI.2.AP.4b:</a>	Solve quadratic equations by using the quadratic formula.
<a href="#">MAFS.912.A-REI.2.AP.4c:</a>	Solve quadratic equations by factoring.

Interpret expressions that represent a quantity in terms of its context. ★

[MAFS.912.A-SSE.1.1:](#)

- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.1.AP.1a:</a>	Identify the different parts of the expression and explain their meaning within the context of a problem.
<a href="#">MAFS.912.A-SSE.1.AP.1b:</a>	Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts.

[MAFS.912.A-SSE.1.2:](#)

Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.1.AP.2a:</a>	Rewrite algebraic expressions in different equivalent forms, such as factoring or combining like terms.
<a href="#">MAFS.912.A-SSE.1.AP.2b:</a>	Use factoring techniques such as common factors, grouping, the difference of two squares, the sum or difference of two cubes, or a combination of methods to factor completely.
<a href="#">MAFS.912.A-SSE.1.AP.2c:</a>	Simplify expressions including combining like terms, using the distributive property, and other operations with polynomials.

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★

[MAFS.912.A-SSE.2.3:](#)

- Factor a quadratic expression to reveal the zeros of the function it defines.
- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

#### Related Access Points

Name	Description
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[MAFS.912.A-SSE.2.AP.3a:](#) Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros.

[MAFS.912.A-SSE.2.AP.3b:](#) Given a quadratic function, explain the meaning of the zeros of the function (e.g., if  $f(x) = (x - c)(x - a)$  then  $f(a) = 0$  and  $f(c) = 0$ ).

[MAFS.912.A-SSE.2.AP.3c:](#) Given a quadratic expression, explain the meaning of the zeros graphically (e.g., for an expression  $(x - a)(x - c)$ ,  $a$  and  $c$  correspond to the  $x$ -intercepts (if  $a$  and  $c$  are real)).

[MAFS.912.A-SSE.2.AP.3d:](#) Write expressions in equivalent forms by completing the square to convey the vertex form, to find the maximum or minimum value of a quadratic function, and to explain the meaning of the vertex.

[MAFS.912.A-SSE.2.AP.3e:](#) Use properties of exponents (such as power of a power, product of powers, power of a product, and rational exponents, etc.) to write an equivalent form of an exponential function to reveal and explain specific information about its approximate rate of growth or decay.

Write a function that describes a relationship between two quantities. ★

- Determine an explicit expression, a recursive process, or steps for calculation from a context.
- Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
- Compose functions. For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time.

[MAFS.912.F-BF.1.1:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.1.AP.1a:</a>	Select a function that describes a relationship between two quantities (e.g., relationship between inches and centimeters, Celsius Fahrenheit, distance = rate $\times$ time, recipe for peanut butter and jelly- relationship of peanut butter to jelly $f(x)=2x$ , where $x$ is the quantity of jelly, and $f(x)$ is peanut butter).

Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

[MAFS.912.F-BF.2.3:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.2.AP.3a:</a>	Write or select the graph that represents a defined change in the function (e.g., recognize the effect of changing $k$ on the corresponding graph).

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★

[MAFS.912.F-IF.2.4:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.4a:</a>	Recognize and interpret the key features of a function.
<a href="#">MAFS.912.F-IF.2.AP.4b:</a>	Select the graph that matches the description of the relationship between two quantities in the function.

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★

[MAFS.912.F-IF.2.5:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.5a:</a>	Given the graph of a function, determine the domain.

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

[MAFS.912.F-IF.2.6:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.6a:</a>	Describe the rate of change of a function using words.
<a href="#">MAFS.912.F-IF.2.AP.6b:</a>	Describe the rate of change of a function using numbers.
<a href="#">MAFS.912.F-IF.2.AP.6c:</a>	Pair the rate of change with its graph.

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★

- Graph linear and quadratic functions and show intercepts, maxima, and minima.
- Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
- Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

[MAFS.912.F-IF.3.7:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.7a:</a>	Select a graph of a function that displays its symbolic representation (e.g., $f(x) = 3x + 5$ ).
<a href="#">MAFS.912.F-IF.3.AP.7b:</a>	Locate the key features of linear and quadratic equations.

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

[MAFS.912.F-IF.3.8:](#)

- Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as  $y = (1.02)^t$ ;  $y = (0.97)^t$ ;  $y = (1.01)^{12t}$ ;  $y = (1.2)^{vt}$ , and classify them as representing exponential growth or decay.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.8a:</a>	Write or select an equivalent form of a function [e.g., $y = mx + b$ , $f(x) = y$ , $y - y_1 = m(x - x_1)$ , $Ax + By = C$ ].
<a href="#">MAFS.912.F-IF.3.AP.8b:</a>	Describe the properties of a function (e.g., rate of change, maximum, minimum, etc.).

[MAFS.912.F-IF.3.9:](#)

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.9a:</a>	Compare the properties of two functions.

Distinguish between situations that can be modeled with linear functions and with exponential functions. ★

[MAFS.912.F-LE.1.1:](#)

- Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.1a:</a>	Select the appropriate graphical representation of a linear model based on real-world events.
<a href="#">MAFS.912.F-LE.1.AP.1b:</a>	In a linear situation using graphs or numbers, predict the change in rate based on a given change in one variable (e.g., If I have been adding sugar at a rate of 1T per cup of water, what happens to my rate if I switch to 2T of sugar for every cup of water?).

[MAFS.912.F-LE.1.3:](#)

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.1.AP.3a:</a>	Compare graphs of linear, exponential, and quadratic growth graphed on the same coordinate plane.

[MAFS.912.N-Q.1.1:](#)

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

[MAFS.912.N-RN.1.2:](#)

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.2a:</a>	Convert from radical representation to using rational exponents and vice versa.

[MAFS.912.N-RN.2.3:](#)

Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.2.AP.3a:</a>	Know and justify that when adding or multiplying two rational numbers the result is a rational number.
<a href="#">MAFS.912.N-RN.2.AP.3b:</a>	Know and justify that when adding a rational number and an irrational number the result is irrational.
<a href="#">MAFS.912.N-RN.2.AP.3c:</a>	Know and justify that when multiplying of a nonzero rational number and an irrational number the result is irrational.

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

[MAFS.912.S-ID.1.1:](#)

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.1a:</a>	Complete a graph given the data, using dot plots, histograms or box plots.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

[MAFS.912.S-ID.1.2:](#)

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.2a:</a>	Describe a distribution using center and spread
<a href="#">MAFS.912.S-ID.1.AP.2b:</a>	Use the correct measure of center and spread to describe a distribution that is symmetric or skewed.
<a href="#">MAFS.912.S-ID.1.AP.2c:</a>	Identify outliers (extreme data points) and their effects on data sets.
<a href="#">MAFS.912.S-ID.1.AP.2d:</a>	Compare two or more different data sets using the center and spread of each.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

[MAFS.912.S-ID.1.3:](#)

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.3a:</a>	Use statistical vocabulary to describe the difference in shape, spread, outliers and the center (mean).

[MAFS.912.S-ID.1.4:](#)

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.4a:</a>	Use descriptive stats like range, median, mode, mean and outliers/gaps to describe the data set.

[MAFS.912.S-ID.2.5:](#)

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.2.AP.5a:</a>	Recognize associations and trends in data from a two-way table.

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★

- Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.
- Informally assess the fit of a function by plotting and analyzing residuals.
- Fit a linear function for a scatter plot that suggests a linear association.

[MAFS.912.S-ID.2.6:](#)

**Remarks/Examples:**

Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.2.AP.6a:</a>	Create a scatter plot from two quantitative variables.
<a href="#">MAFS.912.S-ID.2.AP.6b:</a>	Describe the form, strength, and direction of the relationship.
<a href="#">MAFS.912.S-ID.2.AP.6c:</a>	Categorize data as linear or not.
<a href="#">MAFS.912.S-ID.2.AP.6d:</a>	Use algebraic methods and technology to fit a linear function to the data.
<a href="#">MAFS.912.S-ID.2.AP.6e:</a>	Use the function to predict values.
<a href="#">MAFS.912.S-ID.2.AP.6f:</a>	Explain the meaning of the constant and coefficients in context.

[MAFS.912.S-ID.3.7:](#)

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.3.AP.7a:</a>	Interpret the meaning of the slope and y-intercept in context.

[MAFS.912.S-ID.3.8:](#) Compute (using technology) and interpret the correlation coefficient of a linear fit. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.3.AP.8a:</a>	Identify the correlation coefficient ( $r$ ) of a linear fit.
<a href="#">MAFS.912.S-ID.3.AP.8b:</a>	Describe the correlation coefficient ( $r$ ) of a linear fit (e.g., a strong or weak positive, negative, perfect correlation).

[MAFS.912.S-ID.3.9:](#) Distinguish between correlation and causation. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.3.AP.9a:</a>	Given a correlation in a real-world scenario, determine if there is causation.

#### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### Reason abstractly and quantitatively.

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### Model with mathematics.

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### Attend to precision.

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully

formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 900 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/1766>



# Access Algebra 2 (#7912095) [{ Algebra 2 - 1200330 }](#)

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<b>Course Number:</b> 7912095	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS ALGEBRA 2
<b>Number of Credits:</b> Multiple Credit (more than 1 credit)	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Course Approved	<b>Graduation Requirement:</b> Mathematics
<b>Keywords:</b> ACCESS, ALGEBRA, 2	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>Grade Level(s):</b> 9, 10, 11, 12	

## GENERAL NOTES

**Access courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development (ELD) Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.1112.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.RST.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from</li> </ul>

texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker’s point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker’s point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

**Remarks/Examples:**  
**Algebra 1 - Fluency Recommendations**

Fluency in adding, subtracting, and multiplying polynomials supports students throughout their work in algebra, as well as in their symbolic work with functions. Manipulation can be more mindful when it is fluent.

[MAFS.912.A-APR.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-APR.1.AP.1a:</a>	Understand the definition of a polynomial.
<a href="#">MAFS.912.A-APR.1.AP.1b:</a>	Understand the concepts of combining like terms and closure.
<a href="#">MAFS.912.A-APR.1.AP.1c:</a>	Add, subtract, and multiply polynomials and understand how closure applies under these operations.

[MAFS.912.A-APR.2.2:](#)

Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-APR.2.AP.2a:</a>	Understand and apply the remainder theorem.
<a href="#">MAFS.912.A-APR.2.AP.2b:</a>	Understand that $a$ is a root of a polynomial function if and only if $x-a$ is a factor of the function.

[MAFS.912.A-APR.2.3:](#)

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-APR.2.AP.3a:</a>	Find the zeros of a polynomial when the polynomial is factored (e.g., If given the polynomial equation $y = x^2 + 5x + 6$ , factor the polynomial as $y = (x + 3)(x + 2)$ . Then find the zeros of $y$ by setting each factor equal to zero and solving. $x = -2$ and $x = -3$ are the two zeroes of $y$ .)
<a href="#">MAFS.912.A-APR.2.AP.3b:</a>	Use the zeros of a function to sketch a graph of the function.

[MAFS.912.A-APR.3.4:](#)

Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.

[MAFS.912.A-APR.4.6:](#)

Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.

[MAFS.912.A-CED.1.1:](#)

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.1a:</a>	Create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.

[MAFS.912.A-CED.1.2:](#)

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.2a:</a>	Graph equations in two or more variables on coordinate axes with labels and scales.

[MAFS.912.A-CED.1.3:](#)

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.3a:</a>	Identify and interpret the solution of a system of linear equations from a real-world context that has been graphed.

[MAFS.912.A-CED.1.4:](#)

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .* ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-CED.1.AP.4a:</a>	Solve multi-variable formulas or literal equations for a specific variable.

[MAFS.912.A-REI.1.1:](#)

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.1.AP.1a:</a>	Solve equations with one or two variables and explain the process.

[MAFS.912.A-REI.1.2:](#)

Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.1.AP.2a:</a>	Solve simple rational and radical equations in one variable.

[MAFS.912.A-REI.2.4:](#)

Solve quadratic equations in one variable.

- Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.
- Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a ± bi$  for real numbers  $a$  and  $b$ .

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.2.AP.4a:</a>	Solve quadratic equations by completing the square.
<a href="#">MAFS.912.A-REI.2.AP.4b:</a>	Solve quadratic equations by using the quadratic formula.
<a href="#">MAFS.912.A-REI.2.AP.4c:</a>	Solve quadratic equations by factoring.

[MAFS.912.A-REI.3.6:](#)

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.3.AP.6a:</a>	Given a graph, describe or select the solution to a system of linear equations.
<a href="#">MAFS.912.A-REI.3.AP.6b:</a>	Solve systems of nonlinear equations using substitution.

[MAFS.912.A-REI.3.7:](#)

Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .

[MAFS.912.A-REI.4.11:](#)

Explain why the x-coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-REI.4.AP.11a:</a>	Understand the solution to a system of two linear equations in two variables corresponds to a point(s) of an intersection of their graphs, because the point(s) of intersection satisfies both equations simultaneously.

[MAFS.912.A-SSE.1.1:](#)

Interpret expressions that represent a quantity in terms of its context. ★

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.1.AP.1a:</a>	Identify the different parts of the expression and explain their meaning within the context of a problem.
<a href="#">MAFS.912.A-SSE.1.AP.1b:</a>	Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts.

[MAFS.912.A-SSE.1.2:](#)

Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.1.AP.2a:</a>	Rewrite algebraic expressions in different equivalent forms, such as factoring or combining like terms.
<a href="#">MAFS.912.A-SSE.1.AP.2b:</a>	Use factoring techniques such as common factors, grouping, the difference of two squares, the sum or difference of two cubes, or a combination of methods to factor completely.
<a href="#">MAFS.912.A-SSE.1.AP.2c:</a>	Simplify expressions including combining like terms, using the distributive property, and other operations with polynomials.

[MAFS.912.A-SSE.2.3:](#)

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

c. Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15^t$  can be rewritten as

$$(1.15^{1/12})^{12t} \approx 1.012^{12t}$$

### Related Access Points

Name	Description
<a href="#">MAFS.912.A-SSE.2.AP.3a:</a>	Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros.
<a href="#">MAFS.912.A-SSE.2.AP.3b:</a>	Given a quadratic function, explain the meaning of the zeros of the function (e.g., if $f(x) = (x - c)(x - a)$ then $f(a) = 0$ and $f(c) = 0$ ).
<a href="#">MAFS.912.A-SSE.2.AP.3c:</a>	Given a quadratic expression, explain the meaning of the zeros graphically (e.g., for an expression $(x - a)(x - c)$ , $a$ and $c$ correspond to the x-intercepts (if $a$ and $c$ are real)).
<a href="#">MAFS.912.A-SSE.2.AP.3d:</a>	Write expressions in equivalent forms by completing the square to convey the vertex form, to find the maximum or minimum value of a quadratic function, and to explain the meaning of the vertex.
<a href="#">MAFS.912.A-SSE.2.AP.3e:</a>	Use properties of exponents (such as power of a power, product of powers, power of a product, and rational exponents, etc.) to write an equivalent form of an exponential function to reveal and explain specific information about its approximate rate of growth or decay.

[MAFS.912.A-SSE.2.4:](#)

Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. ★

Write a function that describes a relationship between two quantities. ★

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

c. Compose functions. For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time.

[MAFS.912.F-BF.1.1:](#)

## Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.1.AP.1a:</a>	Select a function that describes a relationship between two quantities (e.g., relationship between inches and centimeters, Celsius Fahrenheit, distance = rate x time, recipe for peanut butter and jelly- relationship of peanut butter to jelly $f(x)=2x$ , where $x$ is the quantity of jelly, and $f(x)$ is peanut butter.

[MAFS.912.F-BF.1.2:](#)

Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★

[MAFS.912.F-BF.2.3:](#)

Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

## Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.2.AP.3a:</a>	Write or select the graph that represents a defined change in the function (e.g., recognize the effect of changing $k$ on the corresponding graph).

Find inverse functions.

- Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse. *For example,  $f(x) = 2x^3$  or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$ .*
- Verify by composition that one function is the inverse of another.
- Read values of an inverse function from a graph or a table, given that the function has an inverse.
- Produce an invertible function from a non-invertible function by restricting the domain.

[MAFS.912.F-BF.2.4:](#)

[MAFS.912.F-BF.2.a:](#)

Use the change of base formula.

[MAFS.912.F-IF.2.4:](#)

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★

## Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.4a:</a>	Recognize and interpret the key features of a function.
<a href="#">MAFS.912.F-IF.2.AP.4b:</a>	Select the graph that matches the description of the relationship between two quantities in the function.

[MAFS.912.F-IF.2.5:](#)

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function. ★

## Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.5a:</a>	Given the graph of a function, determine the domain.

[MAFS.912.F-IF.2.6:](#)

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

## Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.6a:</a>	Describe the rate of change of a function using words.
<a href="#">MAFS.912.F-IF.2.AP.6b:</a>	Describe the rate of change of a function using numbers.
<a href="#">MAFS.912.F-IF.2.AP.6c:</a>	Pair the rate of change with its graph.

[MAFS.912.F-IF.3.7:](#)

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★

- Graph linear and quadratic functions and show intercepts, maxima, and minima.
- Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
- Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

## Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.7a:</a>	Select a graph of a function that displays its symbolic representation (e.g., $f(x) = 3x + 5$ ).
<a href="#">MAFS.912.F-IF.3.AP.7b:</a>	Locate the key features of linear and quadratic equations.

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such

[MAFS.912.F-IF.3.8:](#)

as  $y = (1.02)^t$ ;  $y = (0.97)^t$ ;  $y = (1.01)^{12t}$ ;  $y = (1.2)^{t/10}$ , and classify them as representing exponential growth or decay.

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.8a:</a>	Write or select an equivalent form of a function [e.g., $y = mx + b$ , $f(x) = y$ , $y - y_1 = m(x - x_1)$ , $Ax + By = C$ ].
<a href="#">MAFS.912.F-IF.3.AP.8b:</a>	Describe the properties of a function (e.g., rate of change, maximum, minimum, etc.).

[MAFS.912.F-IF.3.9:](#)

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.9a:</a>	Compare the properties of two functions.

[MAFS.912.F-LE.1.4:](#)

For exponential models, express as a logarithm the solution to  $ab^{ct} = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology. ★

[MAFS.912.F-LE.2.5:](#)

Interpret the parameters in a linear or exponential function in terms of a context. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-LE.2.AP.5a:</a>	Describe the meaning of the factors and intercepts on linear and exponential functions.

[MAFS.912.F-TF.1.1:](#)

Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle; Convert between degrees and radians.

[MAFS.912.F-TF.1.2:](#)

Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

[MAFS.912.F-TF.2.5:](#)

Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★

[MAFS.912.F-TF.3.8:](#)

Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to calculate trigonometric ratios.

[MAFS.912.G-GPE.1.2:](#)

Derive the equation of a parabola given a focus and directrix.

[MAFS.912.N-CN.1.1:](#)

Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

[MAFS.912.N-CN.1.2:](#)

Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

[MAFS.912.N-CN.3.7:](#)

Solve quadratic equations with real coefficients that have complex solutions.

Define appropriate quantities for the purpose of descriptive modeling. ★

[MAFS.912.N-Q.1.2:](#)

<b>Remarks/Examples:</b>
<b>Algebra 1 Content Notes:</b>
Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.2a:</a>	Determine and interpret appropriate quantities when using descriptive modeling.

[MAFS.912.N-RN.1.1:](#)

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $(5^{1/3})^3 = 5^{(1/3)3}$  to hold, so  $(5^{1/3})^3$  must equal 5.

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.1a:</a>	Understand that the denominator of the rational exponent is the root index and the numerator is the exponent of the radicand (e.g., $5^{1/2} = \sqrt{5}$ ).
<a href="#">MAFS.912.N-RN.1.AP.1b:</a>	Extend the properties of exponents to justify that $(5^{1/2})^2 = 5$

[MAFS.912.N-RN.1.2:](#)

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

### Related Access Points

Name	Description
<a href="#">MAFS.912.N-RN.1.AP.2a:</a>	Convert from radical representation to using rational exponents and vice versa.

[MAFS.912.S-CP.1.1:](#)

Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). ★

[MAFS.912.S-CP.1.2:](#)

Understand that two events  $A$  and  $B$  are independent if the probability of  $A$  and  $B$  occurring together is the product of their probabilities, and use this characterization to determine if they are independent. ★

[MAFS.912.S-CP.1.3:](#)

Understand the conditional probability of  $A$  given  $B$  as  $P(A \text{ and } B)/P(B)$ , and interpret independence of  $A$  and  $B$  as saying that the conditional probability of  $A$  given  $B$  is the same as the probability of  $A$ , and the conditional probability of  $B$  given  $A$  is the same as the probability of  $B$ . ★

[MAFS.912.S-CP.1.4:](#)

Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. ★

<a href="#">MAFS.912.S-CP.1.5:</a>	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. ★
<a href="#">MAFS.912.S-CP.2.6:</a>	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. ★
<a href="#">MAFS.912.S-CP.2.7:</a>	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model. ★
<a href="#">MAFS.912.S-IC.1.1:</a>	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★
<a href="#">MAFS.912.S-IC.1.2:</a>	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
<a href="#">MAFS.912.S-IC.2.3:</a>	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★
<a href="#">MAFS.912.S-IC.2.4:</a>	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★
<a href="#">MAFS.912.S-IC.2.5:</a>	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★
<a href="#">MAFS.912.S-IC.2.6:</a>	Evaluate reports based on data. ★
<a href="#">MAFS.912.S-ID.1.4:</a>	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.4a:</a>	Use descriptive stats like range, median, mode, mean and outliers/gaps to describe the data set.

### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#) Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### Reason abstractly and quantitatively.

[MAFS.K12.MP.2.1:](#) Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#) Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### Model with mathematics.

[MAFS.K12.MP.4.1:](#) Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

### Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#) Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own

[MAFS.K12.MP.6.1:](#)

reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

There are more than 783 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/14399>

**Related Certifications**

[048 ESE 6: Elementary and Secondary \(K-12\)](#)

[303 MNTL HNDCP 6: Elementary and Secondary \(K-12\)](#)

[201 EMTL DIST 6: Elementary and Secondary \(K-12\)](#)

[202 SPC LRN DS 6: Elementary and Secondary \(K-12\)](#)

[013 VARYING EX 6: Elementary and Secondary \(K-12\)](#)



# Fundamental Algebraic Skills (#7912100)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7912100

**Course Section:** Exceptional Student Education

**Course Status:** Course Approved

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** FUND ALGEBRA SKLS

**Course Length:** Year (Y)

## VERSION DESCRIPTION

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.WHST.1.1:</a>	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.912.A-CED.1.1:</a>	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★
<a href="#">MAFS.912.A-CED.1.2:</a>	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
<a href="#">MAFS.912.A-CED.1.3:</a>	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★
<a href="#">MAFS.912.A-CED.1.4:</a>	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</i> ★
<a href="#">MAFS.912.A-REI.1.1:</a>	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

<a href="#">MAFS.912.A-REI.2.3:</a>	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
<a href="#">MAFS.912.A-REI.3.5:</a>	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
<a href="#">MAFS.912.A-REI.3.6:</a>	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
<a href="#">MAFS.912.A-REI.4.10:</a>	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
<a href="#">MAFS.912.A-REI.4.11:</a>	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★
<a href="#">MAFS.912.A-REI.4.12:</a>	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
<a href="#">MAFS.912.A-SSE.1.1:</a>	Interpret expressions that represent a quantity in terms of its context. ★ a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.
<a href="#">MAFS.912.F-IF.1.1:</a>	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$ .
<a href="#">MAFS.912.F-IF.1.2:</a>	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
<a href="#">MAFS.912.F-IF.1.3:</a>	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .
<a href="#">MAFS.912.F-IF.2.4:</a>	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★
<a href="#">MAFS.912.N-Q.1.1:</a>	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
<a href="#">MAFS.912.N-Q.1.2:</a>	Define appropriate quantities for the purpose of descriptive modeling. ★ <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  <b>Algebra 1 Content Notes:</b>  Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</p> </div>
<a href="#">MAFS.912.N-Q.1.3:</a>	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★
<a href="#">MAFS.912.N-RN.2.3:</a>	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
<a href="#">MAFS.912.S-ID.1.1:</a>	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★ <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<a href="#">MAFS.912.S-ID.2.5:</a>	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★
<a href="#">MAFS.912.S-ID.2.6:</a>	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★ a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association.
<a href="#">MAFS.912.S-ID.3.7:</a>	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★
<a href="#">MAFS.912.S-ID.3.8:</a>	Compute (using technology) and interpret the correlation coefficient of a linear fit. ★
<a href="#">MAFS.K12.MP.1.1:</a>	<b>Make sense of problems and persevere in solving them.</b> Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete

objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### **Reason abstractly and quantitatively.**

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### **Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### **Model with mathematics.**

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### **Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### **Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### **Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### **Look for and express regularity in repeated reasoning.**

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 743 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12934>



# Fundamental Consumer Mathematics (#7912105)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7912105  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult >  
**Subject:** Academics - Subject Areas >  
**Course Section:** Exceptional Student Education  
**Abbreviated Title:** FUND CONSUMER MATH  
**Course Length:** Year (Y)  
**Course Status:** Course Approved

## VERSION DESCRIPTION

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.WHST.1.1:</a>	Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MA.912.F.1.1:</a>	Explain the difference between simple and compound interest. <b>Remarks/Examples:</b> Example: Compare the similarities and differences for calculating the final amount of money in your savings account based on simple interest or compound interest.
<a href="#">MA.912.F.1.2:</a>	Solve problems involving compound interest. <b>Remarks/Examples:</b> Example: Find the amount of money on deposit at the end of 5 years if you started with \$500 and it was compounded quarterly at 6 % interest. Example: Joe won \$25,000 in the lottery. How many years will it take at 6% interest compounded yearly for his money to double?

Demonstrate the relationship between simple interest and linear growth.

[MA.912.F.1.3:](#)

**Remarks/Examples:**

Example: Find the account balance at the end of each month for a 5 month span for \$1500 @ 3 % interest based on simple interest for 1 year. Graph this scenario and explain if this is a linear or exponential problem.

Demonstrate the relationship between compound interest and exponential growth.

[MA.912.F.1.4:](#)

**Remarks/Examples:**

Example: Using an exponential function, find the account balance at the end of 4 years if you deposited \$1300 in an account paying 3.5% interest compounded annually. Graph the scenario.

Compare the advantages and disadvantages of using cash versus a credit card.

[MA.912.F.3.1:](#)

**Remarks/Examples:**

Example: Compare paying for a tank of gasoline in cash or paying with a credit card over a period of time.

Analyze credit scores and reports.

[MA.912.F.3.2:](#)

**Remarks/Examples:**

Example: Explain how each of the following categories affects a credit score: 1) past payment history, 2) amount of debt, 3) public records information, 4) length of credit history, and 5) the number of recent credit inquiries.

Calculate the finance charges and total amount due on a credit card bill.

[MA.912.F.3.3:](#)

**Remarks/Examples:**

Example: Calculate the finance charge each month and the total amount paid for 5 months if you charged \$500 on your credit card but you can only afford to pay \$100 each month. Your credit card has a monthly periodic finance rate of .688% and an annual finance rate of 8.9%.

Compare the advantages and disadvantages of deferred payments.

[MA.912.F.3.4:](#)

**Remarks/Examples:**

Example: Compare paying on a college loan between a Stafford loan or a PLUS loan two years after graduation

Calculate deferred payments.

[MA.912.F.3.5:](#)

**Remarks/Examples:**

Example: You want to buy a sofa that cost \$899. Company A will let you pay \$100 down and then pay the remaining amount over 3 years at 22% interest. Company B will not make you pay a down payment and they will defer payments for one year. However, you will accrue interest at a rate of 20 % interest during that first year. Starting the second year you will have to pay the new amount for 2 years at a rate of 26 % interest. Which deal is better and why? Calculate the total amount paid for both deals. Example: An electronics company advertises that you don't have to pay anything for 2 years. If you bought a big screen TV for \$2999 on January 1st what would your balance be two years later if you haven't made any payments assuming an interest rate of 23.99%? What would your monthly payments be to pay the TV off in 2 years? What did the TV really cost you?

Calculate the total amount to be paid over the life of a fixed rate loan.

[MA.912.F.3.9:](#)

**Remarks/Examples:**

Example: Calculate the total amount to be paid for a \$275,000 loan at 5.75% interest over 30 years

Develop personal budgets that fit within various income brackets.

[MA.912.F.4.1:](#)

**Remarks/Examples:**

Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.

Explain cash management strategies including debit accounts, checking accounts, and savings accounts.

[MA.912.F.4.2:](#)

**Remarks/Examples:**

Example: Explain the difference between a checking account and a savings account. Why might you want to have both types of accounts? Why might you want to have only one or the other type? Why is it rare to find someone who has a savings account but no checking account?

Calculate net worth.

[MA.912.F.4.3:](#)

**Remarks/Examples:**

Example: Jose is trying to prepare a balance sheet for the end of the year. His balances and details for the year are given in the table below. Write a balance sheet of Jose's liabilities and assets, and compute his net worth.

Establish a plan to pay off debt.

[MA.912.F.4.4:](#)

**Remarks/Examples:**

Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?

Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.

[MA.912.F.4.5:](#)

**Remarks/Examples:**

Example: Suppose that Joe had income of \$40,000 in 2005, and had various deductions totaling \$6,240. If Joe filed as a single person, how much income tax did he have to pay that year?

[MA.912.F.4.6:](#)

Compare different insurance options and fees.

Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.

[MA.912.F.4.7:](#)

**Remarks/Examples:**

Example: Explain why a person might choose to buy life insurance. Are there any circumstances under which one might not want life insurance?

Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.

[MA.912.F.4.8:](#)

**Remarks/Examples:**

Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.

Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Reason abstractly and quantitatively.**

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.3.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.4.1:](#)

**Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.7.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.8.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 265 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12935>



# Fundamental Explorations in Mathematics 1 (#7912110)

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<b>Course Number:</b> 7912110	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Course Approved	<b>Abbreviated Title:</b> FUND EXPLORS IN MATH 1
	<b>Course Length:</b> Year (Y)

## GENERAL NOTES

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## Course Standards

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<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.6.EE.1.1:</a>	Write and evaluate numerical expressions involving whole-number exponents.
<a href="#">MAFS.6.EE.1.2:</a>	Write, read, and evaluate expressions in which letters stand for numbers. <ul style="list-style-type: none"> <li>a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</i></li> <li>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</li> <li>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i></li> </ul>
	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$ .

3y): apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .

[MAFS.6.EE.1.3:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

By applying properties of operations to generate equivalent expressions, students use properties of operations that they are familiar with from previous grades' work with numbers — generalizing arithmetic in the process.

[MAFS.6.EE.1.4:](#)

Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for.

[MAFS.6.EE.2.5:](#)

Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

[MAFS.6.EE.2.6:](#)

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all non-negative rational numbers.

[MAFS.6.EE.2.7:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

When students write equations of the form  $x + p = q$  and  $px = q$  to solve real-world and mathematical problems, they draw on meanings of operations that they are familiar with from previous grades' work. They also begin to learn algebraic approaches to solving problems.<sup>16</sup>

<sup>16</sup> For example, suppose Daniel went to visit his grandmother, who gave him \$5.50. Then he bought a book costing \$9.20 and had \$2.30 left. To find how much money he had before visiting his grandmother, an algebraic approach leads to the equation  $x + 5.50 - 9.20 = 2.30$ . An arithmetic approach without using variables at all would be to begin with 2.30, then add 9.20, then subtract 5.50. This yields the desired answer, but students will eventually encounter problems in which arithmetic approaches are unrealistically difficult and algebraic approaches must be used.

[MAFS.6.EE.3.9:](#)

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

[MAFS.6.G.1.1:](#)

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

[MAFS.6.G.1.2:](#)

Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = Bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .)* How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?

[MAFS.6.NS.1.1:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

This is a culminating standard for extending multiplication and division to fractions.

**Fluency Expectations or Examples of Culminating Standards**

Students interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. This completes the extension of operations to fractions.

Fluently divide multi-digit numbers using the standard algorithm.

[MAFS.6.NS.2.2:](#)

**Remarks/Examples:**  
**Fluency Expectations or Examples of Culminating Standards**

Students fluently divide multi-digit numbers using the standard algorithm. This is the culminating standard for several years' worth of work with division of whole numbers.

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

[MAFS.6.NS.2.3:](#)

**Remarks/Examples:**  
**Fluency Expectations or Examples of Culminating Standards**

Students fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. This is the culminating standard for several years' worth of work relating to the domains of Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations — Fractions.

[MAFS.6.NS.2.4:](#)

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ .

[MAFS.6.NS.3.5:](#)

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

[MAFS.6.NS.3.6:](#)

- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Understand ordering and absolute value of rational numbers.

[MAFS.6.NS.3.7:](#)

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.
- Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

[MAFS.6.NS.3.8:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work with rational numbers in the coordinate plane to solve problems, they combine and consolidate elements from the other standards in this cluster.

[MAFS.6.RP.1.1:](#)

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

[MAFS.6.RP.1.2:](#)

Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."*

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

[MAFS.6.RP.1.3:](#)

- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.
- Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
- Understand the concept of  $\pi$  as the ratio of the circumference of a circle to its diameter.

(<sup>1</sup>See [Table 2 Common Multiplication and Division Situations](#))

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they use a range of reasoning and representations to analyze proportional relationships.

[MAFS.6.SP.1.1:](#)

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, *"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

[MAFS.6.SP.1.2:](#)

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

Summarize numerical data sets in relation to their context, such as by:

[MAFS.6.SP.2.5:](#)

- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw

diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### Reason abstractly and quantitatively.

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### Model with mathematics.

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### Attend to precision.

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### Look for and make use of structure.

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### Look for and express regularity in repeated reasoning.

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 838 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12932>





# Fundamental Explorations in Mathematics 2 (#7912115)

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<b>Course Number:</b> 7912115	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Course Approved	<b>Abbreviated Title:</b> FUND EXPLORS IN MATH 2
	<b>Course Length:</b> Year (Y)

## GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.WHST.1.1:</a>	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.7.EE.1.1:</a>	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
<a href="#">MAFS.7.EE.1.2:</a>	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that "increase by 5%" is the same as "multiply by 1.05."</i>
<a href="#">MAFS.7.EE.2.3:</a>	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  <b>Fluency Expectations or Examples of Culminating Standards</b></p> <p>Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using</p> </div>

tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and mathematical practices.

#### Examples of Opportunities for In-Depth Focus

This is a major capstone standard for arithmetic and its applications.

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

- Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
- Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

[MAFS.7.EE.2.4:](#)

#### Remarks/Examples:

##### Fluency Expectations or Examples of Culminating Standards

In solving word problems leading to one-variable equations of the form  $px + q = r$  and  $p(x + q) = r$ , students solve the equations fluently. This will require fluency with rational number arithmetic (7.NS.1.1–1.3), as well as fluency to some extent with applying properties operations to rewrite linear expressions with rational coefficients (7.EE.1.1).

##### Examples of Opportunities for In-Depth Focus

Work toward meeting this standard builds on the work that led to meeting 6.EE.2.7 and prepares students for the work that will lead to meeting 8.EE.3.7.

[MAFS.7.G.2.4:](#)

Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

[MAFS.7.G.2.6:](#)

#### Remarks/Examples:

##### Examples of Opportunities for In-Depth Focus

Work toward meeting this standard draws together grades 3–6 work with geometric measurement.

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
- Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- Apply properties of operations as strategies to add and subtract rational numbers.

[MAFS.7.NS.1.1:](#)

#### Remarks/Examples:

##### Fluency Expectations or Examples of Culminating Standards

Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.

Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
- Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.
- Apply properties of operations as strategies to multiply and divide rational numbers.
- Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

[MAFS.7.NS.1.2:](#)

#### Remarks/Examples:

##### Fluency Expectations or Examples of Culminating Standards

Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.

[MAFS.7.RP.1.1:](#)

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.

Recognize and represent proportional relationships between quantities.

- a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- c. Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .
- d. Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.

[MAFS.7.RP.1.2:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Students in grade 7 grow in their ability to recognize, represent, and analyze proportional relationships in various ways, including by using tables, graphs, and equations.

[MAFS.7.RP.1.3:](#)

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

[MAFS.8.EE.1.1:](#)

Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$*

[MAFS.8.EE.1.2:](#)

Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\sqrt{2}$  is irrational.

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

[MAFS.8.EE.2.5:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they build on grades 6–7 work with proportions and position themselves for grade 8 work with functions and the equation of a line.

Analyze and solve pairs of simultaneous linear equations.

- a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.
- c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

[MAFS.8.EE.3.8:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they build on what they know about two-variable linear equations, and they enlarge the varieties of real-world and mathematical problems they can solve.

[MAFS.8.F.1.1:](#)

Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Verify experimentally the properties of rotations, reflections, and translations:

- a. Lines are taken to lines, and line segments to line segments of the same length.
- b. Angles are taken to angles of the same measure.
- c. Parallel lines are taken to parallel lines.

[MAFS.8.G.1.1:](#)

[MAFS.8.G.1.3:](#)

Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

[MAFS.8.G.2.7:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

The Pythagorean theorem is useful in practical problems, relates to grade-level work in irrational numbers and plays an important role mathematically in coordinate geometry in high school.

[MAFS.8.NS.1.1:](#)

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

**Make sense of problems and persevere in solving them.**

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[MAFS.K12.MP.1.1:](#)

diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

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[MAFS.K12.MP.2.1:](#)

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[MAFS.K12.MP.3.1:](#)

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#### Model with mathematics.

[MAFS.K12.MP.4.1:](#)

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#### Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### Attend to precision.

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### Look for and make use of structure.

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### Look for and express regularity in repeated reasoning.

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

There are more than 847 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12933>





# Specially Designed Physical Education (#7915010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7915010  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** SPECI DESIGN PE

## VERSION DESCRIPTION

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

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

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

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

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

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

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

**B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

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

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Perform physical movement skills at levels consistent with own capabilities.
2. Perform skills in individual and team activities at levels consistent with own capabilities.
3. Perform recreational skills involved in selected activities at levels consistent with own capabilities.

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

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

IF.A.1.In.2 complete personal care, health, and fitness activities.  
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.  
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

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

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

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

7. Select and participate regularly in physical activities based on availability in the community and personal choice at levels consistent with own capabilities.

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Access Health Opportunities Through Physical Education 9-12 (#7915015)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7915015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> ACCESS HOPE 9-12
	<b>Course Length:</b> Multiple (M) - Course length can vary

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting. Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
<a href="#">HE.912.B.4.2:</a>	<b>Remarks/Examples:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
<a href="#">HE.912.B.4.3:</a>	<b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
<a href="#">HE.912.B.4.4:</a>	<b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.
	Determine the value of applying a thoughtful decision-making process in health-related situations.
<a href="#">HE.912.B.5.1:</a>	<b>Remarks/Examples:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
	Generate alternatives to health-related issues or problems.
<a href="#">HE.912.B.5.2:</a>	<b>Remarks/Examples:</b> Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
	Appraise the potential short-term and long-term outcomes of each alternative on self and others.
<a href="#">HE.912.B.5.3:</a>	<b>Remarks/Examples:</b> Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.

	Assess whether individual or collaborative decision making is needed to make a healthy decision.
<a href="#">HE.912.B.5.4:</a>	<b>Remarks/Examples:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
	Evaluate personal health practices and overall health status to include all dimensions of health.
<a href="#">HE.912.B.6.1:</a>	<b>Remarks/Examples:</b> Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
<a href="#">HE.912.B.6.2:</a>	<b>Remarks/Examples:</b> Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
	Implement strategies and monitor progress in achieving a personal health goal.
<a href="#">HE.912.B.6.3:</a>	<b>Remarks/Examples:</b> Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.
	Formulate an effective long-term personal health plan.
<a href="#">HE.912.B.6.4:</a>	<b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
	Predict how healthy behaviors can affect health status.
<a href="#">HE.912.C.1.1:</a>	<b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
<a href="#">HE.912.C.1.2:</a>	<b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Propose strategies to reduce or prevent injuries and health problems.
<a href="#">HE.912.C.1.4:</a>	<b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
<a href="#">HE.912.C.1.5:</a>	<b>Remarks/Examples:</b> Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
	Analyze how heredity and family history can impact personal health.
<a href="#">HE.912.C.1.7:</a>	<b>Remarks/Examples:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
<a href="#">HE.912.C.1.8:</a>	<b>Remarks/Examples:</b> Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
	Analyze how the family influences the health of individuals.
<a href="#">HE.912.C.2.1:</a>	<b>Remarks/Examples:</b> Nutritional management of meals, composition of and relationships within families, and health-insurance status.
	Compare how peers influence healthy and unhealthy behaviors.
<a href="#">HE.912.C.2.2:</a>	<b>Remarks/Examples:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
	Assess how the school and community can affect personal health practice and behaviors.
<a href="#">HE.912.C.2.3:</a>	<b>Remarks/Examples:</b> Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
<a href="#">HE.912.C.2.4:</a>	<b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
	Evaluate the effect of media on personal and family health.
<a href="#">HE.912.C.2.5:</a>	<b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
	Evaluate the impact of technology on personal, family, and community health.
<a href="#">HE.912.C.2.6:</a>	<b>Remarks/Examples:</b> Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
<a href="#">HE.912.C.2.7:</a>	<b>Remarks/Examples:</b>

	Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
<a href="#">HE.912.C.2.8:</a>	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. <b>Remarks/Examples:</b> Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
<a href="#">HE.912.C.2.9:</a>	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. <b>Remarks/Examples:</b> Social conformity, self-discipline, and impulse vs. delayed gratification.
<a href="#">HE.912.P.7.1:</a>	Analyze the role of individual responsibility in enhancing health. <b>Remarks/Examples:</b> Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
<a href="#">HE.912.P.7.2:</a>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. <b>Remarks/Examples:</b> Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
<a href="#">HE.912.P.8.1:</a>	Demonstrate how to influence and support others in making positive health choices. <b>Remarks/Examples:</b> Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
<a href="#">HE.912.P.8.3:</a>	Work cooperatively as an advocate for improving personal, family, and community health. <b>Remarks/Examples:</b> Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#">LAFS.910.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">PE.912.C.1.11:</a>	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.
<a href="#">PE.912.C.1.12:</a>	Compare and contrast aerobic versus anaerobic activities.
<a href="#">PE.912.C.1.13:</a>	Document food intake, calories consumed, and energy expended through physical activity and analyze the results.
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.11:</a>	Explain how each of the health-related components of fitness are improved through the application of training principles. <b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#">PE.912.C.2.12:</a>	Compare and contrast aerobic versus anaerobic activities.
<a href="#">PE.912.C.2.13:</a>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
<a href="#">PE.912.C.2.14:</a>	Compare and contrast the skill-related components of fitness used in various physical activities. <b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
<a href="#">PE.912.C.2.15:</a>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range. Explain the methods of monitoring levels of intensity during aerobic activity.
<a href="#">PE.912.C.2.16:</a>	<b>Remarks/Examples:</b>

	Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
	Assess physiological effects of exercise during and after physical activity.
<a href="#">PE.912.C.2.17:</a>	<b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.
	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
<a href="#">PE.912.C.2.18:</a>	<b>Remarks/Examples:</b> Some examples are weight-loss pills, food labels and exercise equipment.
	Explain the skill-related components of fitness and how they enhance performance levels.
<a href="#">PE.912.C.2.22:</a>	<b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
<a href="#">PE.912.C.2.27:</a>	<b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
<a href="#">PE.912.C.2.6:</a>	Compare and contrast the health-related benefits of various physical activities.
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
	Differentiate between the three different types of heat illnesses associated with fluid loss.
<a href="#">PE.912.C.2.8:</a>	<b>Remarks/Examples:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
<a href="#">PE.912.C.2.9:</a>	<b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.
<a href="#">PE.912.L.3.1:</a>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
	Participate in a variety of activities that promote the health-related components of fitness.
<a href="#">PE.912.L.3.2:</a>	<b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
	Design a personal fitness program.
<a href="#">PE.912.L.4.1:</a>	<b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<a href="#">PE.912.L.4.2:</a>	Identify ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.3:</a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
	Apply the principles of training to personal fitness goals.
<a href="#">PE.912.L.4.5:</a>	<b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.
<a href="#">PE.912.L.4.6:</a>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
<a href="#">PE.912.M.1.12:</a>	<b>Remarks/Examples:</b> An example is performing plyometrics.
<a href="#">PE.912.M.1.13:</a>	Perform a student-designed cardiorespiratory enhancing workout.
	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
<a href="#">PE.912.M.1.14:</a>	<b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
	Apply the principles of training and conditioning to accommodate individual needs and strengths.
<a href="#">PE.912.M.1.16:</a>	<b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.
<a href="#">PE.912.M.1.17:</a>	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<b>Remarks/Examples:</b> Some examples are balance, force and leverage.
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.

<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.2:</a>	<b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.

There are more than 166 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12910>



# Access Personal Fitness (#7915020)

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<b>Course Number:</b> 7915020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> Access Personal Fitness
<b>Course Type:</b> Elective	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Keywords:</b> access, personal fitness, health, integration of health	
<b>Grade Level(s):</b> 9, 10, 11, 12	<b>Grade Level(s) Version:</b> 9,10,11,12
	<b>Graduation Requirement:</b> Physical Education

## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

The purpose of this course is to provide students with the knowledge, skills and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.912.B.6.4:</a>	Formulate an effective long-term personal health plan. <b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.912.B.6.In.4:</a>	Develop an effective long-term personal health plan, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
<a href="#">HE.912.B.6.Su.4:</a>	Identify an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
<a href="#">HE.912.B.6.Pa.4:</a>	Follow guided steps to develop an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
<a href="#">HE.912.C.1.1:</a>	Predict how healthy behaviors can affect health status. <b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental

screenings; regular physical activity, and workplace safety.

### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.a:</a>	Explain how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.
<a href="#">HE.912.C.1.Su.a:</a>	Identify how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.
<a href="#">HE.912.C.1.Pa.a:</a>	Recognize ways personal health can be affected by healthy behaviors, such as healthy fast-food selections, regular medical checkups, and physical activity.

Evaluate how environment and personal health are interrelated.

[HE.912.C.1.3:](#)

#### Remarks/Examples:

Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

### Related Access Points

Name	Description
<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.
<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.
<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.

Propose strategies to reduce or prevent injuries and health problems.

[HE.912.C.1.4:](#)

#### Remarks/Examples:

Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.d:</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.
<a href="#">HE.912.C.1.Su.d:</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.
<a href="#">HE.912.C.1.Pa.d:</a>	Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger- restraint/helmet laws, or proper handling of food.

Compare how peers influence healthy and unhealthy behaviors.

[HE.912.C.2.2:](#)

#### Remarks/Examples:

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

### Related Access Points

Name	Description
<a href="#">HE.912.C.2.In.b:</a>	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.
<a href="#">HE.912.C.2.Su.b:</a>	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.
<a href="#">HE.912.C.2.Pa.b:</a>	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.

Evaluate the effect of media on personal and family health.

[HE.912.C.2.5:](#)

#### Remarks/Examples:

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

### Related Access Points

Name	Description
<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).
<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).
<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).

Analyze the role of individual responsibility in enhancing health.

[HE.912.P.7.1:](#)

**Remarks/Examples:**

Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.

**Related Access Points**

Name	Description
<a href="#">HE.912.P.7.In.1:</a>	Examine the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
<a href="#">HE.912.P.7.Su.1:</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.
<a href="#">HE.912.P.7.Pa.1:</a>	Identify that it is important to take personal responsibility for enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

[HE.912.P.7.2:](#)

**Remarks/Examples:**

Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.

**Related Access Points**

Name	Description
<a href="#">HE.912.P.7.In.2:</a>	Examine healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
<a href="#">HE.912.P.7.Su.2:</a>	Explain healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
<a href="#">HE.912.P.7.Pa.2:</a>	Identify selected practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.

[LAFS.1112.RST.3.7:](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[LAFS.910.L.3.4:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.910.L.3.AP.4a:</a>	Verify the prediction of the meaning of a new word or phrase.
<a href="#">LAFS.910.L.3.AP.4b:</a>	Find the synonym for a word.
<a href="#">LAFS.910.L.3.AP.4c:</a>	Find the precise meaning of a word.
<a href="#">LAFS.910.L.3.AP.4d:</a>	Find the part of speech for a word.
<a href="#">LAFS.910.L.3.AP.4e:</a>	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[LAFS.910.SL.1.1:](#)

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.

[LAFS.910.SL.1.AP.1f](#): Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.WHST.2.6](#):

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

[MAFS.912.S-ID.1.2](#):

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.2a</a> :	Describe a distribution using center and spread
<a href="#">MAFS.912.S-ID.1.AP.2b</a> :	Use the correct measure of center and spread to describe a distribution that is symmetric or skewed.
<a href="#">MAFS.912.S-ID.1.AP.2c</a> :	Identify outliers (extreme data points) and their effects on data sets.
<a href="#">MAFS.912.S-ID.1.AP.2d</a> :	Compare two or more different data sets using the center and spread of each.

[MAFS.912.S-MD.2.7](#):

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

[PE.912.C.2.15](#):

Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.

**Related Access Points**

Name	Description
<a href="#">PE.912.C.2.In.o</a> :	Identify individual target heart rate and how to adjust intensity level to stay within the desired range.
<a href="#">PE.912.C.2.Su.o</a> :	Recognize individual target heart rate and how to adjust intensity level to stay within the desired range.
<a href="#">PE.912.C.2.Pa.o</a> :	Recognize the relationship between intensity level of physical activity and heart rate.

Explain the methods of monitoring levels of intensity during aerobic activity.

[PE.912.C.2.16](#):

**Remarks/Examples:**

Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.

**Related Access Points**

Name	Description
<a href="#">PE.912.C.2.In.p</a> :	Describe methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.
<a href="#">PE.912.C.2.Su.p</a> :	Identify methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.
<a href="#">PE.912.C.2.Pa.p</a> :	Recognize selected methods of monitoring levels of intensity during aerobic activity, such as a talk test and heart rate/pulse.

Assess physiological effects of exercise during and after physical activity.

[PE.912.C.2.17](#):

**Remarks/Examples:**

Some examples are breathing, resting heart rate and blood pressure.

**Related Access Points**

Name	Description
<a href="#">PE.912.C.2.In.q</a> :	Examine physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.
<a href="#">PE.912.C.2.Su.q</a> :	Identify physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.
<a href="#">PE.912.C.2.Pa.q</a> :	Recognize a physiological effect of exercise, such as breathing or resting heart rate, during and after physical activity.

Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.

[PE.912.C.2.18](#):

**Remarks/Examples:**

Some examples are weight-loss pills, food labels and exercise equipment.

**Related Access Points**

Name	Description
<a href="#">PE.912.C.2.In.r</a> :	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.
<a href="#">PE.912.C.2.Su.r</a> :	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.
<a href="#">PE.912.C.2.Pa.r</a> :	Recognize information as it relates to a selected consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.

Explain the skill-related components of fitness and how they enhance performance levels.

[PE.912.C.2.22](#):

**Remarks/Examples:**

The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.

**Related Access Points**

Name	Description
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<a href="#">PE.912.C.2.In.v:</a>	Describe the skill-related components of fitness such as balance, reaction time, agility, coordination, power and speed, and how they enhance performance levels.
<a href="#">PE.912.C.2.Su.v:</a>	Identify the skill-related components of fitness that enhance performance, such as balance, reaction time, agility, coordination, power and speed.
<a href="#">PE.912.C.2.Pa.v:</a>	Recognize a skill-related component of fitness that enhances performance, such as balance, reaction time, agility, coordination, power or speed.

[PE.912.C.2.23:](#)

Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

#### Related Access Points

Name	Description
<a href="#">PE.912.C.2.In.w:</a>	Use appropriate technology to assess, monitor and improve performance.
<a href="#">PE.912.C.2.Su.w:</a>	Use appropriate technology to monitor and improve performance.
<a href="#">PE.912.C.2.Pa.w:</a>	Use a selected technology to monitor or improve performance.

[PE.912.L.3.1:](#)

Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.3.In.a:</a>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<a href="#">PE.912.L.3.Su.a:</a>	Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week.
<a href="#">PE.912.L.3.Pa.a:</a>	Participate in a variety of moderate to vigorous modified physical activities beyond physical education five or more days of the week.

Participate in a variety of activities that promote the health-related components of fitness.

[PE.912.L.3.2:](#)

#### Remarks/Examples:

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.3.In.b:</a>	Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.912.L.3.Su.b:</a>	Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.912.L.3.Pa.b:</a>	Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.

[PE.912.L.3.3:](#)

Identify a variety of activities that promote effective stress management.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.3.In.c:</a>	Recognize a variety of basic activities that promote effective stress management.
<a href="#">PE.912.L.3.Su.c:</a>	Recognize a variety of selected basic activities that promote effective stress management.
<a href="#">PE.912.L.3.Pa.c:</a>	Recognize a variety of selected modified activities that promote effective stress management.

[PE.912.L.3.6:](#)

Identify risks and safety factors that may affect physical activity throughout life.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.3.In.f:</a>	Recognize risk and safety factors that can affect physical activity throughout life.
<a href="#">PE.912.L.3.Su.f:</a>	Recognize risk and safety factors that can affect physical activity for many years.
<a href="#">PE.912.L.3.Pa.f:</a>	Recognize a risk and a safety factor that can affect physical activity.

[PE.912.L.4.1:](#)

Design a personal fitness program.

#### Remarks/Examples:

Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.4.In.a:</a>	Design a personal fitness program that includes current fitness level.
<a href="#">PE.912.L.4.Su.a:</a>	Recognize timelines and current fitness level in a personal fitness program.
<a href="#">PE.912.L.4.Pa.a:</a>	Actively participate in modifying a personal fitness program in collaboration with a teacher.

[PE.912.L.4.2:](#)

Identify ways to self-assess and modify a personal fitness program.

#### Related Access Points

Name	Description
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[PE.912.L.4.In.b:](#) Recognize ways to self-assess and modify a personal fitness program.

[PE.912.L.4.Su.b:](#) Recognize ways to self-assess a personal fitness program.

[PE.912.L.4.Pa.b:](#) Recognize a self-assessment for a personal fitness program.

[PE.912.L.4.3:](#) Identify strategies for setting goals when developing a personal fitness program.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.4.In.c:</a>	Select goals, identify strategies and create a timeline for a personal physical-activity plan.
<a href="#">PE.912.L.4.Su.c:</a>	Select goals, recognize strategies and create a timeline for a personal physical-activity plan.
<a href="#">PE.912.L.4.Pa.c:</a>	Select a goal and timeline for a personal physical-activity plan.

[PE.912.L.4.4:](#) Use available technology to assess, design and evaluate a personal fitness program.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.4.In.d:</a>	Use a variety of resources, including available technology, to design and assess a personal fitness program.
<a href="#">PE.912.L.4.Su.d:</a>	Use a variety of resources, including available technology, to assess a personal fitness program.
<a href="#">PE.912.L.4.Pa.d:</a>	Use resources, including available technology, to recognize the effect of a personal fitness program.

Apply the principles of training to personal fitness goals.

[PE.912.L.4.5:](#)

#### Remarks/Examples:

Some examples of training principles are overload, specificity and progression.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.4.In.e:</a>	Use the principles of training (overload, specificity and progression) in accordance with personal fitness goals.
<a href="#">PE.912.L.4.Su.e:</a>	Use selected principles of training (overload, specificity and progression) in accordance with personal fitness goals.
<a href="#">PE.912.L.4.Pa.e:</a>	Use a selected principle of training (overload, specificity or progression) in accordance with personal fitness goals.

[PE.912.L.4.6:](#) Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.4.In.f:</a>	Examine health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.912.L.4.Su.f:</a>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.912.L.4.Pa.f:</a>	Recognize health-related problems associated with low levels of physical activity.

[PE.912.L.4.7:](#) Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

#### Related Access Points

Name	Description
<a href="#">PE.912.L.4.In.g:</a>	Examine how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.L.4.Su.g:</a>	Identify how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.L.4.Pa.g:</a>	Recognize changes in an individual wellness plan as lifestyle changes occur.

Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

[PE.912.M.1.12:](#)

#### Remarks/Examples:

An example is performing plyometrics.

#### Related Access Points

Name	Description
<a href="#">PE.912.M.1.In.i:</a>	Select and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.
<a href="#">PE.912.M.1.Su.i:</a>	Identify and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.
<a href="#">PE.912.M.1.Pa.i:</a>	Perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.

[PE.912.M.1.13:](#) Perform a student-designed cardiorespiratory enhancing workout.

#### Related Access Points

Name	Description
<a href="#">PE.912.M.1.In.m:</a>	Identify correct exercises and perform a cardiorespiratory-enhancing workout.
<a href="#">PE.912.M.1.Su.m:</a>	Recognize correct exercises and perform a cardiorespiratory-enhancing workout.
<a href="#">PE.912.M.1.Pa.m:</a>	Perform a cardiorespiratory-enhancing workout.

Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

[PE.912.M.1.14:](#)

**Remarks/Examples:**

Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

**Related Access Points**

Name	Description
<a href="#">PE.912.M.1.In.n:</a>	Use technology to develop, enhance and maintain health and skill-related fitness levels.
<a href="#">PE.912.M.1.Su.n:</a>	Use technology to develop and maintain health and skill-related fitness levels.
<a href="#">PE.912.M.1.Pa.n:</a>	Use selected technology to develop health and skill-related fitness levels.

[PE.912.M.1.15:](#)

Select and apply sport/activity specific warm-up and cool-down techniques.

**Related Access Points**

Name	Description
<a href="#">PE.912.M.1.In.o:</a>	Identify and use sports/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.Su.o:</a>	Recognize and use activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.Pa.o:</a>	Perform an activity specific warm-up and cool-down technique.

[PE.912.M.1.19:](#)

Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

**Related Access Points**

Name	Description
<a href="#">PE.912.M.1.In.s:</a>	Use correct body alignment, strength and flexibility to perform technical movements in gymnastics.
<a href="#">PE.912.M.1.Su.s:</a>	Use strength and flexibility to perform technical movements in basic gymnastics.
<a href="#">PE.912.M.1.Pa.s:</a>	Use strength and flexibility to perform guided movements in basic gymnastics.

Demonstrate use of the mechanical principles as they apply to specific course activities.

[PE.912.M.1.34:](#)

**Remarks/Examples:**

Some examples are balance, force and leverage.

**Related Access Points**

Name	Description
<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.
<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.
<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.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

**Related Access Points**

Name	Description
<a href="#">PE.912.M.1.In.ai:</a>	Identify proper equipment and demonstrate all safety procedures for participation.
<a href="#">PE.912.M.1.Su.ai:</a>	Recognize proper equipment and demonstrates all safety procedures for participation.
<a href="#">PE.912.M.1.Pa.ai:</a>	Perform all safety procedures for participation.

[PE.912.M.1.5:](#)

Apply strategies for self improvement based on individual strengths and needs.

**Related Access Points**

Name	Description
<a href="#">PE.912.M.1.In.e:</a>	Demonstrate strategies for self-improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.Su.e:</a>	Use strategies for self-improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.Pa.e:</a>	Perform a guided activity for self-improvement based on individual strengths and needs.

[PE.912.R.5.2:](#)

Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.912.R.5.In.b:</a>	Identify strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.
<a href="#">PE.912.R.5.Su.b:</a>	Recognize strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.
<a href="#">PE.912.R.5.Pa.b:</a>	Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.

Demonstrate sportsmanship during game situations.

[PE.912.R.5.3:](#)

**Remarks/Examples:**

Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.

**Related Access Points**

Name	Description
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<a href="#">PE.912.R.5.In.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.912.R.5.Su.c:</a>	Use responsible behaviors during selected physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.912.R.5.Pa.c:</a>	Use selected responsible behaviors during selected physical activities, such as controlling emotions and respecting opponents and officials.

[PE.912.R.5.5:](#)

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.912.R.5.In.e:</a>	Identify appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.5.Su.e:</a>	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.5.Pa.e:</a>	Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.

[PE.912.R.6.1:](#)

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

**Related Access Points**

Name	Description
<a href="#">PE.912.R.6.In.a:</a>	Identify a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.912.R.6.Su.a:</a>	Recognize selected physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.912.R.6.Pa.a:</a>	Associate opportunity to participate in physical activity outside of the school setting with personal enjoyment or the maintenance of a healthy lifestyle.

Analyze physical activities from which benefits can be derived.

[PE.912.R.6.2:](#)

<b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.
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**Related Access Points**

Name	Description
<a href="#">PE.912.R.6.In.b:</a>	Describe physical activities from which physical, mental, emotional and social benefits can be derived.
<a href="#">PE.912.R.6.Su.b:</a>	Identify from which physical, mental, emotional and social benefits can be derived.
<a href="#">PE.912.R.6.Pa.b:</a>	Associate physical activities with selected benefits, such as physical, mental, emotional or social.

[PE.912.R.6.3:](#)

Analyze the roles of games, sports and/or physical activities in other cultures.

**Related Access Points**

Name	Description
<a href="#">PE.912.R.6.In.c:</a>	Describe the role of games, sports or physical activities in other cultures.
<a href="#">PE.912.R.6.Su.c:</a>	Identify the role of games, sports or physical activities in other cultures.
<a href="#">PE.912.R.6.Pa.c:</a>	Recognize a benefit of games, sports or physical activities in other cultures.

There are more than 140 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12903>



# Access Chemistry 1 (#7920011) [{ Chemistry 1 - 2003340 }](#)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7920011	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS CHEMISTRY 1
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core	
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	
	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.1112.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
<a href="#">LAFS.1112.RST.1.2:</a>	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<a href="#">LAFS.1112.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.RST.2.5:</a>	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
<a href="#">LAFS.1112.RST.2.6:</a>	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

[LAFS.1112.RST.3.7:](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

[LAFS.1112.RST.3.8:](#)

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

[LAFS.1112.RST.3.9:](#)

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

[LAFS.1112.RST.4.10:](#)

By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[LAFS.1112.SL.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.1a:</a>	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
<a href="#">LAFS.1112.SL.1.AP.1b:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1c:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1d:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.1112.SL.1.AP.1e:</a>	Work with peers to promote democratic discussions.
<a href="#">LAFS.1112.SL.1.AP.1f:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1g:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspectives.

[LAFS.1112.SL.1.2:](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.1112.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.1112.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.1112.SL.1.AP.3c:</a>	Evaluate the evidence used to make the speaker's argument.
<a href="#">LAFS.1112.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.

[LAFS.1112.SL.2.4:](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.2.AP.4a:</a>	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.1112.SL.2.5:](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.2.AP.5a:</a>	Include digital multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[LAFS.1112.WHST.1.1:](#)

Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.1112.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.1112.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[MAFS.912.F-IF.2.4:](#)

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.2.AP.4a:</a>	Recognize and interpret the key features of a function.
<a href="#">MAFS.912.F-IF.2.AP.4b:</a>	Select the graph that matches the description of the relationship between two quantities in the function.

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★

[MAFS.912.F-IF.3.7:](#)

- a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
- b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
- e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-IF.3.AP.7a:</a>	Select a graph of a function that displays its symbolic representation (e.g., $f(x) = 3x + 5$ ).
<a href="#">MAFS.912.F-IF.3.AP.7b:</a>	Locate the key features of linear and quadratic equations.

[MAFS.912.N-Q.1.1:](#)

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

[MAFS.912.N-Q.1.3:](#)

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.3a:</a>	Describe the accuracy of measurement when reporting quantities (you can lessen your limitations by measuring precisely).

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

[MAFS.912.S-ID.1.1:](#)

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.1a:</a>	Complete a graph given the data, using dot plots, histograms or box plots.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

[MAFS.912.S-ID.1.2:](#)

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.2a:</a>	Describe a distribution using center and spread
<a href="#">MAFS.912.S-ID.1.AP.2b:</a>	Use the correct measure of center and spread to describe a distribution that is symmetric or skewed.
<a href="#">MAFS.912.S-ID.1.AP.2c:</a>	Identify outliers (extreme data points) and their effects on data sets.
<a href="#">MAFS.912.S-ID.1.AP.2d:</a>	Compare two or more different data sets using the center and spread of each.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

[MAFS.912.S-ID.1.3:](#)

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.3a:</a>	Use statistical vocabulary to describe the difference in shape, spread, outliers and the center (mean).

[MAFS.912.S-ID.1.4:](#)

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.1.AP.4a:</a>	Use descriptive stats like range, median, mode, mean and outliers/gaps to describe the data set.

[MAFS.912.S-ID.2.5:](#)

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.2.AP.5a:</a>	Recognize associations and trends in data from a two-way table.

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★

- a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.
- b. Informally assess the fit of a function by plotting and analyzing residuals.
- c. Fit a linear function for a scatter plot that suggests a linear association.

[MAFS.912.S-ID.2.6:](#)

**Remarks/Examples:**

Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.

**Related Access Points**

Name	Description
<a href="#">MAFS.912.S-ID.2.AP.6a:</a>	Create a scatter plot from two quantitative variables.
<a href="#">MAFS.912.S-ID.2.AP.6b:</a>	Describe the form, strength, and direction of the relationship.
<a href="#">MAFS.912.S-ID.2.AP.6c:</a>	Categorize data as linear or not.
<a href="#">MAFS.912.S-ID.2.AP.6d:</a>	Use algebraic methods and technology to fit a linear function to the data.
<a href="#">MAFS.912.S-ID.2.AP.6e:</a>	Use the function to predict values.
<a href="#">MAFS.912.S-ID.2.AP.6f:</a>	Explain the meaning of the constant and coefficients in context.

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.

[SC.912.L.18.12:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.18.Su.6:</a>	Identify the important role of water in sustaining life of plants and animals.
<a href="#">SC.912.L.18.Pa.5:</a>	Recognize that plants and animals use water to live.

- Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:
1. **Pose questions about the natural world**, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
  2. **Conduct systematic observations**, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
  3. **Examine books and other sources of information to see what is already known**,
  4. **Review what is known in light of empirical evidence**, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
  5. **Plan investigations**, (Design and evaluate a scientific investigation).
  6. **Use tools to gather, analyze, and interpret data** (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
  7. **Pose answers, explanations, or descriptions of events**,
  8. **Generate explanations that explicate or describe natural phenomena (inferences)**,
  9. **Use appropriate evidence and reasoning to justify these explanations to others**,
  10. **Communicate results of scientific investigations**, and
  11. **Evaluate the merits of the explanations produced by others.**

Remarks/Examples:
<p>Florida Standards Connections for 6-12 Literacy in Science                      For Students in Grades 9-10</p> <p>LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out <u>experiments</u>, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p> <p>LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ <u>experiments</u>, or technical processes.</p> <p>LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>For Students in Grades 11-12</p> <p>LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out <u>experiments</u>, taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.</p> <p>LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ <u>experiments</u>, or technical processes.</p> <p>LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Florida Standards Connections for Mathematical Practices</p> <p>MAFS.K12.MP.1: Make sense of problems and persevere in solving them.</p> <p>MAFS.K12.MP.2: Reason abstractly and quantitatively.</p> <p>MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]</p> <p>MAFS.K12.MP.4: <u>Model</u> with mathematics.</p> <p>MAFS.K12.MP.5: Use appropriate tools strategically.</p> <p>MAFS.K12.MP.6: Attend to precision.</p> <p>MAFS.K12.MP.7: Look for and make use of structure.</p> <p>MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.</p>

[SC.912.N.1.1:](#)

**Related Access Points**

Name	Description
<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.

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.

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.

Describe and explain what characterizes science and its methods.

SC.912.N.1.2:

**Remarks/Examples:**

Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
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.

Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

SC.912.N.1.4:

**Remarks/Examples:**

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: [LAFS.910.RST.1.1](#) / [LAFS.1112.RST.1.1](#).

**Related Access Points**

Name	Description
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.

Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

SC.912.N.1.5:

**Remarks/Examples:**

Recognize that contributions to science can be made and have been made by people from all over the world.

**Related Access Points**

Name	Description
SC.912.N.1.In.3:	Identify that scientific investigations are sometimes repeated in different locations.
SC.912.N.1.Su.3:	Recognize that scientific investigations can be repeated in different locations.
SC.912.N.1.Pa.3:	Recognize that when a variety of common activities are repeated the same way, the outcomes are the same.

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

SC.912.N.1.6:

**Remarks/Examples:**

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

**Related Access Points**

Name	Description
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.

Recognize the role of creativity in constructing scientific questions, methods and explanations.

[SC.912.N.1.7:](#)

**Remarks/Examples:**

Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.1.In.4:</a>	Identify that scientists use many different methods in conducting their research.
<a href="#">SC.912.N.1.Su.4:</a>	Recognize that scientists use a variety of methods to get answers to their research questions.
<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.

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.

[SC.912.N.2.2:](#)

**Remarks/Examples:**

Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.2.Su.1:</a>	Identify questions that can be answered by science.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

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.

[SC.912.N.2.4:](#)

**Remarks/Examples:**

Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face of new evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.2.In.3:</a>	Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.
<a href="#">SC.912.N.2.Su.2:</a>	Recognize that what is known about science can change based on new information.
<a href="#">SC.912.N.2.Pa.2:</a>	Recognize a variety of cause-effect relationships related to science.

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.

[SC.912.N.2.5:](#)

**Remarks/Examples:**

Recognize that scientific questions, observations, and conclusions may be influenced by the existing state of scientific knowledge, the social and cultural context of the researcher, and the observer's experiences and expectations. Identify possible bias in qualitative and quantitative data analysis.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.2.In.4:</a>	Identify major contributions of scientists.
<a href="#">SC.912.N.2.Su.3:</a>	Recognize major contributions of scientists.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.

[SC.912.N.3.2:](#)

**Remarks/Examples:**

Recognize that scientific argument, disagreement, discourse, and discussion create a broader and more accurate understanding of natural processes and events.

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<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.

[SC.912.N.3.Su.1](#): Recognize that scientific theories are supported by evidence and agreement of many scientists.

[SC.912.N.3.Pa.1](#): Recognize examples of cause-effect descriptions or explanations related to science.

Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.

[SC.912.N.3.3](#):

**Remarks/Examples:**

Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific law describes how something behaves.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.3.Su.2</a> :	Recognize examples of scientific laws that describe relationships in nature, such as Newton's laws.
<a href="#">SC.912.N.3.Pa.2</a> :	Recognize examples of cause-effect descriptions or explanations related to science.

Describe the function of models in science, and identify the wide range of models used in science.

[SC.912.N.3.5](#):

**Remarks/Examples:**

Describe how models are used by scientists to explain observations of nature.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.3.In.3</a> :	Identify ways models are used in the study of science.
<a href="#">SC.912.N.3.Su.3</a> :	Recognize ways models are used in the study of science.
<a href="#">SC.912.N.3.Pa.2</a> :	Recognize a model used in the context of one's own study of science.

Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

[SC.912.N.4.1](#):

**Remarks/Examples:**

Recognize that no single universal step-by-step scientific method captures the complexity of doing science. A number of shared values and perspectives characterize a scientific approach.

MAFS.K12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.4.In.1</a> :	Identify ways scientific knowledge and problem solving benefit people.
<a href="#">SC.912.N.4.Su.1</a> :	Recognize ways scientific knowledge and problem solving benefit people.
<a href="#">SC.912.N.4.Pa.1</a> :	Recognize science information that helps people.

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

[SC.912.P.10.1](#):

**Remarks/Examples:**

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs Light to heat in laser drills Electrical to sound in radios Sound to electrical in microphones Electrical to chemical in battery rechargers Chemical to electrical in dry cells Mechanical to electrical in generators [power plants] Nuclear to heat in nuclear reactors Gravitational potential energy of a falling object is converted to kinetic energy, then to heat and sound energy when the object hits the ground.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.10.In.1</a> :	Identify examples of energy being transformed from one form to another (conserved quantity).
<a href="#">SC.912.P.10.Su.1</a> :	Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
<a href="#">SC.912.P.10.Pa.1</a> :	Observe and recognize examples of the transformation of electrical energy to light and heat.

Differentiate between chemical and nuclear reactions.

[SC.912.P.10.12](#):

**Remarks/Examples:**

Describe how chemical reactions involve the rearranging of atoms to form new substances, while nuclear reactions involve the change of atomic nuclei into entirely new atoms. Identify real-world examples where chemical and nuclear reactions occur every day.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.10.In.6</a> :	Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.
<a href="#">SC.912.P.10.Su.5</a> :	Recognize that nuclear power plants generate electricity and can be dangerous.
<a href="#">SC.912.P.10.Pa.5</a> :	Recognize the universal symbols for radioactive and other hazardous materials.

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.

[SC.912.P.10.18:](#)

**Remarks/Examples:**

Describe the electromagnetic spectrum (i.e., radio waves, microwaves, infrared, visible light, ultraviolet, X-rays and gamma rays) in terms of frequency, wavelength and energy. Solve problems involving wavelength, frequency, and energy.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.10:</a>	Recognize primary and secondary colors in visible light.

Relate temperature to the average molecular kinetic energy.

[SC.912.P.10.5:](#)

**Remarks/Examples:**

Recognize that the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy.

**Related Access Points**

Name	Description
<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.
<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).
<a href="#">SC.912.P.10.Pa.3:</a>	Recognize the source and recipient of heat transfer.

Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.

[SC.912.P.10.6:](#)

**Remarks/Examples:**

Construct and interpret potential energy diagrams for endothermic and exothermic chemical reactions, and for rising or falling objects. Describe the transformation of energy as a pendulum swings.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.10.In.1:</a>	Identify examples of energy being transformed from one form to another (conserved quantity).
<a href="#">SC.912.P.10.Su.1:</a>	Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
<a href="#">SC.912.P.10.Pa.4:</a>	Identify materials that provide protection (insulation) from heat.

Distinguish between endothermic and exothermic chemical processes.

[SC.912.P.10.7:](#)

**Remarks/Examples:**

Classify chemical reactions and phase changes as exothermic (release thermal energy) or endothermic (absorb thermal energy).

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.4:</a>	Identify materials that provide protection (insulation) from heat.

Describe the quantization of energy at the atomic level.

[SC.912.P.10.9:](#)

**Remarks/Examples:**

Explain that when electrons transition to higher energy levels they absorb energy, and when they transition to lower energy levels they emit energy. Recognize that spectral lines are the result of transitions of electrons between energy levels that correspond to photons of light with an energy and frequency related to the energy spacing between levels (Planck's relationship  $E = hv$ ).

**Related Access Points**

Name	Description
<a href="#">SC.912.P.10.In.6:</a>	Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.
<a href="#">SC.912.P.10.Su.5:</a>	Recognize that nuclear power plants generate electricity and can be dangerous.
<a href="#">SC.912.P.10.Pa.5:</a>	Recognize the universal symbols for radioactive and other hazardous materials.

Interpret the behavior of ideal gases in terms of kinetic molecular theory.

[SC.912.P.12.10:](#)

**Remarks/Examples:**

Using the kinetic molecular theory, explain the behavior of gases and the relationship between pressure and volume (Boyle's law), volume and temperature (Charles's law), pressure and temperature (Gay-Lussac's law), and number of particles in a gas sample (Avogadro's hypothesis).

**Related Access Points**

Name	Description
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[SC.912.P.12.In.6:](#) Identify that gases exert pressure in a closed surface, such as pressure inside a basketball or a hot air balloon.

[SC.912.P.12.Su.6:](#) Recognize that a gas can exert pressure, such as in balloons, car tires, or pool floats.

[SC.912.P.12.Pa.6:](#) Recognize that some objects contain air, such as balloons, tires, and balls.

Describe phase transitions in terms of kinetic molecular theory.

[SC.912.P.12.11:](#)

**Remarks/Examples:**

Explain, at the molecular level, the behavior of matter as it undergoes phase transitions.

Explain how various factors, such as concentration, temperature, and presence of a catalyst affect the rate of a chemical reaction.

[SC.912.P.12.12:](#)

**Remarks/Examples:**

Various factors could include: temperature, pressure, solvent and/or solute concentration, sterics, surface area, and catalysts. The rate of reaction is determined by the activation energy, and the pathway of the reaction can be shorter in the presence of enzymes or catalysts. Examples may include: decomposition of hydrogen peroxide using manganese (IV) oxide nitration of benzene using concentrated sulfuric acid hydrogenation of a C=C double bond using nickel.

Explain the concept of dynamic equilibrium in terms of reversible processes occurring at the same rates.

[SC.912.P.12.13:](#)

**Remarks/Examples:**

Identify and explain the factors that affect the rate of dissolving (e.g., temperature, concentration, surface area, pressure, mixing). Explain that equilibrium is established when forward and reverse-reaction rates are equal.

Differentiate among the four states of matter.

[SC.912.P.8.1:](#)

**Remarks/Examples:**

Differentiate among the four states of matter (solid, liquid, gas and plasma) in terms of energy, particle motion, and phase transitions. (Note: Currently five states of matter have been identified.)

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.1:</a>	Classify states of matter as solid, liquid, and gaseous.
<a href="#">SC.912.P.8.Su.1:</a>	Identify examples of states of matter as solid, liquid, and gaseous.
<a href="#">SC.912.P.8.Pa.1:</a>	Select an example of a common solid, liquid, and gas.

Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.

[SC.912.P.8.11:](#)

**Remarks/Examples:**

Use experimental data to illustrate and explain the pH scale to characterize acid and base solutions. Compare and contrast the strengths of various common acids and bases.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.7:</a>	Identify properties of common acids and bases.
<a href="#">SC.912.P.8.Su.7:</a>	Categorize common materials or foods as acids or bases.
<a href="#">SC.912.P.8.Pa.5:</a>	Recognize that some acids and bases can be dangerous and identify related hazard symbols.

Differentiate between physical and chemical properties and physical and chemical changes of matter.

[SC.912.P.8.2:](#)

**Remarks/Examples:**

Discuss volume, compressibility, density, conductivity, malleability, reactivity, molecular composition, freezing, melting and boiling points. Describe simple laboratory techniques that can be used to separate homogeneous and heterogeneous mixtures (e.g. filtration, distillation, chromatography, evaporation).

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.2:</a>	Compare characteristics of physical and chemical changes of matter.
<a href="#">SC.912.P.8.Su.2:</a>	Identify examples of physical and chemical changes.
<a href="#">SC.912.P.8.Pa.2:</a>	Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

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.

[SC.912.P.8.3:](#)

**Remarks/Examples:**

Describe the development and historical importance of atomic theory from Dalton (atomic theory), Thomson (the electron), Rutherford (the nucleus and "gold foil" experiment), and Bohr (planetary model of atom), and understand how each discovery leads to modern atomic theory.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.3:</a>	Identify the nucleus as the center of an atom.
<a href="#">SC.912.P.8.Su.3:</a>	Recognize that atoms are tiny particles in materials, too small to see.
<a href="#">SC.912.P.8.Pa.3:</a>	Recognize that the parts of an object can be put together to make a whole.

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.

[SC.912.P.8.4:](#)

**Remarks/Examples:**

Explain that electrons, protons and neutrons are parts of the atom and that the nuclei of atoms are composed of protons and neutrons, which experience forces of attraction and repulsion consistent with their charges and masses.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.3:</a>	Identify the nucleus as the center of an atom.
<a href="#">SC.912.P.8.Su.3:</a>	Recognize that atoms are tiny particles in materials, too small to see.
<a href="#">SC.912.P.8.Pa.3:</a>	Recognize that the parts of an object can be put together to make a whole.

Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.

[SC.912.P.8.5:](#)

**Remarks/Examples:**

Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties. Explain how chemical properties depend almost entirely on the configuration of the outer electron shell.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.4:</a>	Recognize that the periodic table includes all known elements.
<a href="#">SC.912.P.8.Su.4:</a>	Recognize examples of common elements, such as oxygen and hydrogen.
<a href="#">SC.912.P.8.Pa.3:</a>	Recognize that the parts of an object can be put together to make a whole.

Distinguish between bonding forces holding compounds together and other attractive forces, including hydrogen bonding and van der Waals forces.

[SC.912.P.8.6:](#)

**Remarks/Examples:**

Describe how atoms combine to form molecules through ionic, covalent, and hydrogen bonding. Compare and contrast the characteristics of the interactions between atoms in ionic and covalent compounds and how these bonds form. Use electronegativity to explain the difference between polar and nonpolar covalent bonds.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.5:</a>	Identify that compounds are made of two or more elements.
<a href="#">SC.912.P.8.Su.5:</a>	Recognize examples of common compounds, such as water and salt.
<a href="#">SC.912.P.8.Pa.4:</a>	Match common compounds to their names or communication symbols.

Interpret formula representations of molecules and compounds in terms of composition and structure.

[SC.912.P.8.7:](#)

**Remarks/Examples:**

Write chemical formulas for simple covalent (HCl, SO<sub>2</sub>, CO<sub>2</sub>, and CH<sub>4</sub>), ionic (Na<sup>+</sup> + Cl<sup>-</sup> → NaCl) and molecular (O<sub>2</sub>, H<sub>2</sub>O) compounds. Predict the formulas of ionic compounds based on the number of valence electrons and the charges on the ions.

**Related Access Points**

Name	Description
<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> .
<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.
<a href="#">SC.912.P.8.Pa.4:</a>	Match common compounds to their names or communication symbols.

Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.

[SC.912.P.8.8:](#)

**Remarks/Examples:**

Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.2:</a>	Compare characteristics of physical and chemical changes of matter.
<a href="#">SC.912.P.8.Su.2:</a>	Identify examples of physical and chemical changes.
<a href="#">SC.912.P.8.Pa.2:</a>	Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

Apply the mole concept and the law of conservation of mass to calculate quantities of chemicals participating in reactions.

[SC.912.P.8.9:](#)

**Remarks/Examples:**

Recognize one mole equals  $6.02 \times 10^{23}$  particles (atoms or molecules). Determine number of particles for elements and compounds using the mole concept, in terms of number of particles, mass, and the volume of an ideal gas at specified conditions of temperature and pressure. Use experimental data to determine percent yield, empirical formulas, molecular formulas, and calculate the mass-to-mass stoichiometry for a chemical reaction.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.8.In.2:</a>	Compare characteristics of physical and chemical changes of matter.

<a href="#">SC.912.P.8.Su.2:</a>	Identify examples of physical and chemical changes.
<a href="#">SC.912.P.8.Pa.2:</a>	Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

There are more than 749 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12918>



# Access Biology 1 (#7920015) [{ Biology 1 - 2000310 }](#)

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<b>Course Number:</b> 7920015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS BIOLOGY 1
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Draft - Course Pending Approval	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>NCLB?</b> Yes	

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## Course Standards

Name	Description						
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.						
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.						
	Evaluate how environment and personal health are interrelated.						
<a href="#">HE.912.C.1.3:</a>	<p><b>Remarks/Examples:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.912.C.1.In.c:</a></td> <td>Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities.</td> </tr> <tr> <td><a href="#">HE.912.C.1.Su.c:</a></td> <td>Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities.</td> </tr> </tbody> </table>	Name	Description	<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.	<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.
Name	Description						
<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.						
<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.						

[HE.912.C.1.Pa.c:](#) Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity.

Evaluate how environment and personal health are interrelated.

[HE.912.C.1.3 :](#)

**Remarks/Examples:**

Some examples may include food options within a community, prenatal care services, availability of recreational facilities.

**Related Access Points**

Name	Description
<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.
<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.
<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.

Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

[HE.912.C.1.5:](#)

**Remarks/Examples:**

Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.

**Related Access Points**

Name	Description
<a href="#">HE.912.C.1.In.e:</a>	Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
<a href="#">HE.912.C.1.Su.e:</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.
<a href="#">HE.912.C.1.Pa.e:</a>	Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.

Analyze how heredity and family history can impact personal health.

[HE.912.C.1.7:](#)

**Remarks/Examples:**

Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.

**Related Access Points**

Name	Description
<a href="#">HE.912.C.1.In.g:</a>	Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.
<a href="#">HE.912.C.1.Su.g:</a>	Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.
<a href="#">HE.912.C.1.Pa.g:</a>	Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.

[LAFS.910.RST.1.1:](#)

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

[LAFS.910.RST.1.2:](#)

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

[LAFS.910.RST.1.3:](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

[LAFS.910.RST.2.5:](#)

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

[LAFS.910.RST.2.6:](#)

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

[LAFS.910.RST.3.7:](#)

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

[LAFS.910.RST.3.8:](#)

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

[LAFS.910.RST.3.9:](#)

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

[LAFS.910.RST.4.10:](#)

By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[LAFS.910.SL.1.1:](#)

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their

own views and understanding and make new connections in light of the evidence and reasoning presented.

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.SL.2.5:](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.2.AP.5a:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[LAFS.910.WHST.1.1:](#)

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.912.N-Q.1.1:</a>	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

[MAFS.912.N-Q.1.3:](#) Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.3a:</a>	Describe the accuracy of measurement when reporting quantities (you can lessen your limitations by measuring precisely).

Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

[SC.912.E.7.1:](#)

**Remarks/Examples:**  
Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms, as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.E.7.Pa.1:</a>	Recognize that clouds release rain (part of the water cycle).

[SC.912.L.14.1:](#) Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

**Remarks/Examples:**  
Describe how continuous investigations and/or new scientific information influenced the development of the cell theory. Recognize the contributions of scientists in the development of the cell theory.

**Related Access Points**

Name	Description
<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).
<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.
<a href="#">SC.912.L.14.Pa.1:</a>	Match parts of common living things to their functions.

[SC.912.L.14.2:](#) Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.14.Su.2:</a>	Recognize that cells have different parts and each has a function.
<a href="#">SC.912.L.14.Pa.1:</a>	Match parts of common living things to their functions.

[SC.912.L.14.26:](#) Identify the major parts of the brain on diagrams or models.

**Remarks/Examples:**  
Annually Assessed on Biology EOC.  
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

[SC.912.L.14.3:](#) Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

**Remarks/Examples:**  
Annually Assessed on Biology EOC. Also assesses [SC.912.L.14.2](#).

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.14.Su.2:</a>	Recognize that cells have different parts and each has a function.
<a href="#">SC.912.L.14.Pa.1:</a>	Match parts of common living things to their functions.

[SC.912.L.14.36:](#) Describe the factors affecting blood flow through the cardiovascular system.

[SC.912.L.14.4:](#) Compare and contrast structure and function of various types of microscopes.

Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.

[SC.912.L.14.52:](#)

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses [SC.912.L.14.6](#) [HE.912.C.1.7](#) and [HE.912.C.1.5](#).

[SC.912.L.14.6:](#)

Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.14.In.4:</a>	Describe common human health issues.
<a href="#">SC.912.L.14.Su.3:</a>	Recognize common human health issues.
<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.

Relate the structure of each of the major plant organs and tissues to physiological processes.

[SC.912.L.14.7:](#)

**Remarks/Examples:**

Annually Assessed on Biology EOC.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.L.14.Pa.4:</a>	Recognize major plant parts, such as root, stem, leaf, and flower.

Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

[SC.912.L.15.1:](#)

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses [SC.912.L.15.10](#) [SC.912.N.1.3](#) [SC.912.N.1.4](#) [SC.912.N.1.6](#) [SC.912.N.2.1](#) [SC.912.N.3.1](#) and [SC.912.N.3.4](#).

**Related Access Points**

Name	Description
<a href="#">SC.912.L.15.In.1:</a>	Identify that prehistoric plants and animals changed over time (evolved) or became extinct.
<a href="#">SC.912.L.15.Su.1:</a>	Match fossils to related species.
<a href="#">SC.912.L.15.Pa.1:</a>	Recognize that plants and animals change as they age.

[SC.912.L.15.10:](#)

Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.15.Su.4:</a>	Recognize that humans have changed in appearance over a very long period of time.
<a href="#">SC.912.L.15.Pa.1:</a>	Recognize that plants and animals change as they age.

Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.

[SC.912.L.15.13:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.L.15.14](#), [SC.912.L.15.15](#), and [SC.912.N.1.3](#).

**Related Access Points**

Name	Description
<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).
<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.
<a href="#">SC.912.L.15.Pa.3:</a>	Recognize that animals produce offspring.

[SC.912.L.15.14:](#)

Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.

### Related Access Points

Name	Description
<a href="#">SC.912.L.15.In.1:</a>	Identify that prehistoric plants and animals changed over time (evolved) or became extinct.
<a href="#">SC.912.L.15.Su.1:</a>	Match fossils to related species.
<a href="#">SC.912.L.15.Pa.1:</a>	Recognize that plants and animals change as they age.

[SC.912.L.15.15:](#)

Describe how mutation and genetic recombination increase genetic variation.

### Related Access Points

Name	Description
<a href="#">SC.912.L.15.Su.6:</a>	Recognize that characteristics of the offspring of living things are sometimes different from their parents.
<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.

[SC.912.L.15.4:](#)

Describe how and why organisms are hierarchically classified and based on evolutionary relationships.

### Related Access Points

Name	Description
<a href="#">SC.912.L.15.In.2:</a>	Classify living organisms into their kingdoms.
<a href="#">SC.912.L.15.Su.2:</a>	Match organisms to the animal, plant, and fungus kingdoms.
<a href="#">SC.912.L.15.Pa.2:</a>	Sort common living things into plant and animal kingdoms.

[SC.912.L.15.5:](#)

Explain the reasons for changes in how organisms are classified.

Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

[SC.912.L.15.6:](#)

**Remarks/Examples:**  
Annually Assessed on Biology EOC. Also assesses [SC.912.L.15.4](#) [SC.912.L.15.5](#) [SC.912.N.1.3](#) and [SC.912.N.1.6](#).

### Related Access Points

Name	Description
<a href="#">SC.912.L.15.In.2:</a>	Classify living organisms into their kingdoms.
<a href="#">SC.912.L.15.Su.2:</a>	Match organisms to the animal, plant, and fungus kingdoms.
<a href="#">SC.912.L.15.Pa.2:</a>	Sort common living things into plant and animal kingdoms.

Describe the scientific explanations of the origin of life on Earth.

[SC.912.L.15.8:](#)

**Remarks/Examples:**  
Annually assessed on Biology EOC. Also assesses [SC.912.N.1.3](#), [SC.912.N.1.4](#), and [SC.912.N.2.1](#).

### Related Access Points

Name	Description
<a href="#">SC.912.L.15.In.3:</a>	Identify that there are scientific explanations of the origin of life on Earth.
<a href="#">SC.912.L.15.Su.3:</a>	Recognize that there are scientific explanations of how life began.
<a href="#">SC.912.L.15.Pa.1:</a>	Recognize that plants and animals change as they age.

Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

[SC.912.L.16.1:](#)

**Remarks/Examples:**  
Annually assessed on Biology EOC. Also assesses [SC.912.L.16.2](#).

### Related Access Points

Name	Description
<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.
<a href="#">SC.912.L.16.Su.1:</a>	Recognize characteristics (traits) that offspring inherit from parents.
<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.

Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.

[SC.912.L.16.10:](#)

**Remarks/Examples:**  
Annually assessed on Biology EOC.

### Related Access Points

Name	Description
<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.
<a href="#">SC.912.L.16.Su.4:</a>	Recognize that new medicines and foods can be developed by science (biotechnology).
<a href="#">SC.912.L.16.Pa.4:</a>	Recognize a food.

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.

[SC.912.L.16.13:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.16.In.6:</a>	Describe the basic process of human development from fertilization to birth.
<a href="#">SC.912.L.16.Su.5:</a>	Recognize major phases in the process of human development from fertilization to birth.
<a href="#">SC.912.L.16.Pa.5:</a>	Recognize the sequence of human development from baby to child to adult.

[SC.912.L.16.14:](#)

Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

**Related Access Points**

Name	Description
<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).
<a href="#">SC.912.L.16.Su.6:</a>	Recognize that cells reproduce by dividing.
<a href="#">SC.912.L.16.Pa.6:</a>	Recognize that living things produce offspring (reproduce).

[SC.912.L.16.16:](#)

Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

**Related Access Points**

Name	Description
<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).
<a href="#">SC.912.L.16.Su.6:</a>	Recognize that cells reproduce by dividing.
<a href="#">SC.912.L.16.Pa.6:</a>	Recognize that living things produce offspring (reproduce).

Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

[SC.912.L.16.17:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.L.16.8](#) [SC.912.L.16.14](#) [SC.912.L.16.16](#).

**Related Access Points**

Name	Description
<a href="#">SC.912.L.16.Su.6:</a>	Recognize that cells reproduce by dividing.
<a href="#">SC.912.L.16.Pa.6:</a>	Recognize that living things produce offspring (reproduce).

[SC.912.L.16.2:](#)

Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.16.In.2:</a>	Identify traits that plants and animals, including humans, inherit.
<a href="#">SC.912.L.16.Su.1:</a>	Recognize characteristics (traits) that offspring inherit from parents.
<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.

Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

[SC.912.L.16.3:](#)

**Remarks/Examples:**

Integrate [HE.912.C.1.7](#). Analyze how heredity and family history can impact personal health. Annually assessed on Biology EOC. Also assesses [SC.912.L.16.4](#) [SC.912.L.16.5](#) [SC.912.L.16.9](#).

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.16.Su.2:</a>	Recognize that all organisms have a substance called DNA with unique information.
<a href="#">SC.912.L.16.Pa.2:</a>	Recognize similarities in characteristics of plants and animals of the same type (species).

[SC.912.L.16.4:](#)

Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.16.Su.2:</a>	Recognize that all organisms have a substance called DNA with unique information.
<a href="#">SC.912.L.16.Pa.2:</a>	Recognize similarities in characteristics of plants and animals of the same type (species).

[SC.912.L.16.5:](#)

Explain the basic processes of transcription and translation, and how they result in the expression of genes.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.16.Su.2:</a>	Recognize that all organisms have a substance called DNA with unique information.
<a href="#">SC.912.L.16.Pa.2:</a>	Recognize similarities in characteristics of plants and animals of the same type (species).

Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.

[SC.912.L.16.8:](#)

<b>Remarks/Examples:</b>
Integrate <a href="#">HE.912.C.1.7</a> . Analyze how <u>heredity</u> and family history can impact personal health.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.16.In.4:</a>	Identify that cancer can result when cells change or grow uncontrollably.
<a href="#">SC.912.L.16.Su.3:</a>	Recognize that cancer may result when cells change or grow too fast.
<a href="#">SC.912.L.16.Pa.3:</a>	Recognize that illness can result when parts of our bodies are not working properly.

[SC.912.L.16.9:](#)

Explain how and why the genetic code is universal and is common to almost all organisms.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.16.Su.2:</a>	Recognize that all organisms have a substance called DNA with unique information.
<a href="#">SC.912.L.16.Pa.2:</a>	Recognize similarities in characteristics of plants and animals of the same type (species).

[SC.912.L.17.11:](#)

Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.17.In.7:</a>	Identify types of renewable and nonrenewable natural resources and explain the need for conservation.
<a href="#">SC.912.L.17.Su.7:</a>	Identify a way to conserve a familiar, nonrenewable, natural resource.
<a href="#">SC.912.L.17.Pa.6:</a>	Recognize the importance of clean water for living things.

[SC.912.L.17.13:](#)

Discuss the need for adequate monitoring of environmental parameters when making policy decisions.

[SC.912.L.17.2:](#)

Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.L.17.Pa.1:</a>	Recognize common living things in bodies of water.

Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

[SC.912.L.17.20:](#)

<b>Remarks/Examples:</b>
Annually assessed on Biology EOC. Also assesses <a href="#">SC.912.L.17.11</a> , <a href="#">SC.912.L.17.13</a> , <a href="#">SC.912.N.1.3</a> .

**Related Access Points**

Name	Description
<a href="#">SC.912.L.17.In.8:</a>	Describe ways the lifestyles of individuals and groups can help or hurt the environment.
<a href="#">SC.912.L.17.Su.8:</a>	Identify ways individuals can help the environment.
<a href="#">SC.912.L.17.Pa.7:</a>	Recognize a way to help the local environment.

[SC.912.L.17.4:](#)

Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

**Related Access Points**

Name	Description
<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.
<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.
<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.

Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.

[SC.912.L.17.5:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.L.17.2](#) [SC.912.L.17.4](#) [SC.912.L.17.8](#) [SC.912.N.1.4](#).

**Related Access Points**

Name	Description
<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.
<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.
<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.

[SC.912.L.17.8:](#)

Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.L.17.Pa.4:</a>	Recognize actions that are harmful to living things.

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.

[SC.912.L.17.9:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.E.7.1](#).

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.17.Su.5:</a>	Identify producers, consumers, and decomposers in a simple food chain.
<a href="#">SC.912.L.17.Pa.5:</a>	Recognize that animals (consumers) eat animals and plants for food.

Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

[SC.912.L.18.1:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.L.18.11](#).

**Related Access Points**

Name	Description
<a href="#">SC.912.L.18.In.1:</a>	Identify that carbohydrates, fats, proteins, and nucleic acids (macromolecules) are important for human organisms.
<a href="#">SC.912.L.18.Su.1:</a>	Recognize that humans use proteins, carbohydrates, and fats.
<a href="#">SC.912.L.18.Pa.1:</a>	Recognize that humans need different kinds of food.

[SC.912.L.18.10:](#)

Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.18.In.5:</a>	Recognize that energy is stored in cells.
<a href="#">SC.912.L.18.Su.3:</a>	Recognize that cells get energy from food.
<a href="#">SC.912.L.18.Pa.3:</a>	Identify that food is a source of energy.

[SC.912.L.18.11:](#)

Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.18.In.6:</a>	Recognize that enzymes break down food molecules during the digestive process.
<a href="#">SC.912.L.18.Su.5:</a>	Recognize that food is broken down in digestion (use of enzymes).
<a href="#">SC.912.L.18.Pa.4:</a>	Recognize that saliva helps people eat when they chew.

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.

[SC.912.L.18.12:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC.

**Related Access Points**

Name	Description
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[SC.912.L.18.In.7:](#) Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.

[SC.912.L.18.Su.6:](#) Identify the important role of water in sustaining life of plants and animals.

[SC.912.L.18.Pa.5:](#) Recognize that plants and animals use water to live.

[SC.912.L.18.7:](#) Identify the reactants, products, and basic functions of photosynthesis.

#### Related Access Points

Name	Description
<a href="#">SC.912.L.18.In.2:</a>	Identify the products and function of photosynthesis.
<a href="#">SC.912.L.18.Su.2:</a>	Recognize that the function of photosynthesis is to produce food for plants.
<a href="#">SC.912.L.18.Pa.2:</a>	Recognize that plants need water, light, and air to grow.

[SC.912.L.18.8:](#) Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

#### Related Access Points

Name	Description
<a href="#">SC.912.L.18.In.3:</a>	Identify that cells release energy from food so the organism can use it (cellular respiration).
<a href="#">SC.912.L.18.Su.3:</a>	Recognize that cells get energy from food.
<a href="#">SC.912.L.18.Pa.3:</a>	Identify that food is a source of energy.

Explain the interrelated nature of photosynthesis and cellular respiration.

[SC.912.L.18.9:](#)

#### Remarks/Examples:

Annually assessed on Biology EOC. Also assesses [SC.912.L.18.7](#) [SC.912.L.18.8](#) [SC.912.L.18.10](#).

#### Related Access Points

Name	Description
<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.
<a href="#">SC.912.L.18.Su.4:</a>	Recognize that people and animals breathe in the oxygen that plants give off.
<a href="#">SC.912.L.18.Pa.2:</a>	Recognize that plants need water, light, and air to grow.

Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. **Pose questions about the natural world**, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. **Conduct systematic observations**, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. **Examine books and other sources of information to see what is already known**,
4. **Review what is known in light of empirical evidence**, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations**, (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data** (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events**,
8. **Generate explanations that explicate or describe natural phenomena (inferences)**,
9. **Use appropriate evidence and reasoning to justify these explanations to others**,
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

#### Remarks/Examples:

Florida Standards Connections for 6-12 Literacy in Science  
For Students in Grades 9-10

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing

[SC.912.N.1.1:](#)

technical tasks analyze the specific results based on explanations in the text.

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

### Related Access Points

Name	Description
<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.
<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.
<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.

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.

[SC.912.N.1.3:](#)

#### Remarks/Examples:

Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

### Related Access Points

Name	Description
<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.
<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.
<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.

Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

[SC.912.N.1.4:](#)

#### Remarks/Examples:

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: [LAFS.910.RST.1.1](#) / [LAFS.1112.RST.1.1](#).

### Related Access Points

Name	Description
<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.
<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.
<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.

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

[SC.912.N.1.6:](#)

#### Remarks/Examples:

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

**Related Access Points**

Name	Description
<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.
<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.
<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.

Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

[SC.912.N.2.1:](#)

**Remarks/Examples:**  
 Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations.)

**Related Access Points**

Name	Description
<a href="#">SC.912.N.2.In.1:</a>	Identify examples of investigations that involve science.
<a href="#">SC.912.N.2.Su.1:</a>	Identify questions that can be answered by science.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

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.

[SC.912.N.2.2:](#)

**Remarks/Examples:**  
 Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).  
 Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.2.Su.1:</a>	Identify questions that can be answered by science.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

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.

[SC.912.N.3.1:](#)

**Remarks/Examples:**  
 Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.  
 Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.3.Su.1:</a>	Recognize that scientific theories are supported by evidence and agreement of many scientists.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

[SC.912.N.3.4:](#)

**Remarks/Examples:**  
 Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.N.3.Su.1:</a>	Recognize that scientific theories are supported by evidence and agreement of many scientists.
<a href="#">SC.912.N.3.Su.2:</a>	Recognize examples of scientific laws that describe relationships in nature, such as Newton's laws.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

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There are more than 1112 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12919>



# Access Earth/Space Science (#7920020)

{ [Earth/Space Science - 2001310](#) }

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<b>Course Number:</b> 7920020	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Abbreviated Title:</b> ACCESS E/S SCI
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<a href="#">LAFS.910.RST.1.2:</a>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.2.5:</a>	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

<a href="#">LAFS.910.RST.2.6:</a>	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.RST.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
<a href="#">LAFS.910.RST.3.9:</a>	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
<a href="#">LAFS.910.RST.4.10:</a>	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.SL.2.5:](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.2.AP.5a:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[LAFS.910.WHST.1.1:](#)

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and **examples appropriate to the audience’s knowledge of the topic.**
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.1.2:](#)

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use **technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.**

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[MAFS.912.N-Q.1.1:](#)

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

[MAFS.912.N-Q.1.3:](#)

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.3a:</a>	Describe the accuracy of measurement when reporting quantities (you can lessen your limitations by measuring precisely).

Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.

[SC.912.E.5.1:](#)

**Remarks/Examples:**

Explain evidence to support the formation of the universe, which has been expanding for approximately 15 billion year (e.g. ratio of gases, red-shift from distant galaxies, and cosmic background radiation).

**Related Access Points**

Name	Description
<a href="#">SC.912.E.5.In.1:</a>	Recognize that the Milky Way is part of the expanding universe.
<a href="#">SC.912.E.5.Su.1:</a>	Recognize that the universe consists of many galaxies, including the Milky Way.
<a href="#">SC.912.E.5.Pa.1:</a>	Recognize that when objects move away from each other, the distance between them expands.

Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.

[SC.912.E.5.11:](#)

**Remarks/Examples:**

Determine which units of measurement are appropriate to describe distance (e.g. astronomical units, parallax, and light years).

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and MAFS.K12.MP.6: Attend to precision.

Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

[SC.912.E.5.2:](#)

**Remarks/Examples:**

Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.

Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.5.In.1:</a>	Recognize that the Milky Way is part of the expanding universe.
<a href="#">SC.912.E.5.Su.1:</a>	Recognize that the universe consists of many galaxies, including the Milky Way.
<a href="#">SC.912.E.5.Pa.1:</a>	Recognize that when objects move away from each other, the distance between them expands.

Describe and predict how the initial mass of a star determines its evolution.

[SC.912.E.5.3:](#)

**Remarks/Examples:**

Compare and contrast the evolution of stars of different masses (include the three outcomes of stellar evolution based on mass: black hole, neutron star, white dwarf). Differentiate between the different types of stars found on the Hertzsprung-Russell diagram and the balance between gravitational collapse and nuclear fusion in determining the color, brightness, and life span of a star.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.5.In.2:</a>	Explain that stars change over time, and that stars can be different; some are smaller, some are larger and some appear brighter than others.
<a href="#">SC.912.E.5.Su.2:</a>	Identify differences in stars: some are smaller, some are larger and some appear brighter than others.
<a href="#">SC.912.E.5.Pa.2:</a>	Recognize that some stars are brighter than others.

Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.

[SC.912.E.5.4:](#)

**Remarks/Examples:**

Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.E.5.Su.3:</a>	Describe observable effects of the Sun on Earth, such as changes in light and temperature.
<a href="#">SC.912.E.5.Pa.3:</a>	Observe and recognize effects of the Sun on Earth, such as temperature changes.

Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.

[SC.912.E.5.5:](#)

**Remarks/Examples:**

Describe how evidence from the study of our Solar System and newly discovered extra solar planetary systems supports the Nebular theory of the formation of planetary systems.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.5.In.4:</a>	Recognize that there are other planetary systems in the universe besides the Solar System.
<a href="#">SC.912.E.5.Su.4:</a>	Recognize that there are planetary systems in the Universe.
<a href="#">SC.912.E.5.Pa.4:</a>	Recognize that Earth is a planet.

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.

[SC.912.E.5.6:](#)

**Remarks/Examples:**

Explain that Kepler's laws determine the orbits of objects in the solar system and recognize that Kepler's laws are a direct consequence of Newton's Law of Universal Gravitation and Laws of Motion.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.E.5.Su.5:</a>	Recognize an eclipse.
<a href="#">SC.912.E.5.Pa.3:</a>	Observe and recognize effects of the Sun on Earth, such as temperature changes.

Analyze the broad effects of space exploration on the economy and culture of Florida.

[SC.912.E.5.9:](#)

**Remarks/Examples:**

Recognize the economic, technical and social benefits of spinoff technology developed through the space program.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.5.Su.6:</a>	Identify major contributions related to space exploration that affected Florida.
<a href="#">SC.912.E.5.Pa.5:</a>	Recognize items, such as freeze-dried food and space blankets, developed because of space exploration.

Describe and differentiate the layers of Earth and the interactions among them.

[SC.912.E.6.1:](#)

**Remarks/Examples:**

Recognize the importance of the study of seismic wave data and how it can be used to determine the internal structure, density variations, and dynamic processes between Earth's layers.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.6.In.1:</a>	Describe the three layers of Earth (core, mantle, and crust).
<a href="#">SC.912.E.6.Su.1:</a>	Recognize the three layers of Earth (core, mantle, and crust).
<a href="#">SC.912.E.6.Pa.1:</a>	Identify a surface feature of Earth, such as a hill.

Connect surface features to surface processes that are responsible for their formation.

[SC.912.E.6.2:](#)

**Remarks/Examples:**

Identify various landforms (e.g. [dunes](#), lakes, sinkholes, aquifers) and describe how they form ([erosion](#), physical/chemical weathering, and [deposition](#)). Explain how sea level changes over time have exposed and inundated continental shelves, created and destroyed inland seas, and shaped the surface of the Earth.

**Related Access Points**

Name	Description
<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).
<a href="#">SC.912.E.6.Su.2:</a>	Identify types of surface features, such as hills and valleys.
<a href="#">SC.912.E.6.Pa.1:</a>	Identify a surface feature of Earth, such as a hill.

Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.

[SC.912.E.6.3:](#)

**Remarks/Examples:**

Discuss the development of plate tectonic theory, which is derived from the combination of two theories: continental drift and seafloor spreading. Compare and contrast the three primary types of plate boundaries (convergent, divergent, and transform). Explain the origin of geologic features and processes that result from plate tectonics (e.g. [earthquakes](#), volcanoes, trenches, mid-ocean ridges, island arcs and chains, hot spots, [earthquake](#) distribution, tsunamis, mountain ranges).

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.E.6.Pa.2:</a>	Recognize that the surface of Earth can change.

Analyze how specific geologic processes and features are expressed in Florida and elsewhere.

[SC.912.E.6.4:](#)

**Remarks/Examples:**

Describe the effect of ocean and Gulf water currents, gravel mining, beach [erosion](#), [dune](#) development, aquifers and ground water, salt water intrusion, springs, and sink holes on the formation of the Florida peninsula. Explain the effects of [latitude](#), elevation, topography (land surface type), proximity to large bodies of water, and temperature of ocean currents, on climate in Florida.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.E.6.Su.4:</a>	Recognize examples of natural changes to Florida's land and water, such as beach erosion.
<a href="#">SC.912.E.6.Pa.2:</a>	Recognize that the surface of Earth can change.

Describe the geologic development of the present day oceans and identify commonly found features.

[SC.912.E.6.5:](#)

**Remarks/Examples:**

Describe the topography of the ocean floor and how it formed (e.g. plate tectonics, sea level changes).

Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

[SC.912.E.7.1:](#)

**Remarks/Examples:**

Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, [atmosphere](#) and living [organisms](#), as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by [energy](#) from within the Earth and from the Sun.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.E.7.Pa.1:</a>	Recognize that clouds release rain (part of the water cycle).

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.

[SC.912.E.7.2:](#)

**Remarks/Examples:**

Explain how surface and deep-water circulation patterns (Coriolis effect, La Niña, El Niño, Southern Oscillation, upwelling, ocean surface cooling, freshwater influx, [density](#) differences, Labrador [Current](#) and Gulf Stream) impact [energy](#) transfer in the [environment](#).

**Related Access Points**

Name	Description
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[SC.912.E.7.In.2:](#) Recognize that there are circular movements of ocean water (surface and deep-water currents) which move cold water from the poles toward the tropics and vice versa.

[SC.912.E.7.Su.2:](#) Recognize that currents move the ocean water around Earth.

[SC.912.E.7.Pa.2:](#) Recognize waves in the ocean.

Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.

[SC.912.E.7.3:](#)

**Remarks/Examples:**

Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.E.7.Su.3:</a>	Recognize components of the atmosphere, the hydrosphere, and the biosphere.
<a href="#">SC.912.E.7.Pa.3:</a>	Recognize that humans, plants, and animals live on the Earth (biosphere).

Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.

[SC.912.E.7.4:](#)

**Remarks/Examples:**

Describe how latitude, altitude, topography, prevailing winds, proximity to large bodies of water, vegetation and ocean currents determine the climate of a geographic area.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.E.7.Su.4:</a>	Identify the climate conditions in different parts of the world.
<a href="#">SC.912.E.7.Pa.4:</a>	Recognize that weather (climate) is different in different locations.

Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.

[SC.912.E.7.5:](#)

**Remarks/Examples:**

Use models, weather maps and other tools to predict weather conditions and differentiate between accuracy of short-range and long-range weather forecasts.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.7.In.5:</a>	Identify weather conditions using weather data and weather maps.
<a href="#">SC.912.E.7.Su.5:</a>	Identify weather conditions, including temperature, wind speed, and humidity.
<a href="#">SC.912.E.7.Pa.5:</a>	Recognize the weather conditions, including severe weather, in Florida.

Relate the formation of severe weather to the various physical factors.

[SC.912.E.7.6:](#)

**Remarks/Examples:**

Identify the causes of severe weather. Compare and contrast physical factors that affect the formation of severe weather events (e.g. hurricanes, tornados, flash floods, thunderstorms, and drought).

**Related Access Points**

Name	Description
<a href="#">SC.912.E.7.In.6:</a>	Compare weather conditions in different types of severe storms, including hurricanes, tornadoes, and thunderstorms.
<a href="#">SC.912.E.7.Su.6:</a>	Recognize conditions in severe storms, such as hurricanes, tornadoes, and thunderstorms.
<a href="#">SC.912.E.7.Pa.5:</a>	Recognize the weather conditions, including severe weather, in Florida.

Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.

[SC.912.E.7.7:](#)

**Remarks/Examples:**

Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.7.In.7:</a>	Recognize that global climate change is related to conditions in the atmosphere and oceans.
<a href="#">SC.912.E.7.Su.7:</a>	Recognize that global climate change occurs over a long period of time.
<a href="#">SC.912.E.7.Pa.4:</a>	Recognize that weather (climate) is different in different locations.

Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.

[SC.912.E.7.8:](#)

**Remarks/Examples:**

Describe and discuss the conditions that bring about floods, droughts, wildfires, thunderstorms, hurricanes, rip currents, and tsunamis and how these conditions can influence human behavior (e.g. energy alternatives, conservation, migration, storm preparedness).

### Related Access Points

Name	Description
<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.
<a href="#">SC.912.E.7.Su.8:</a>	Identify how weather and water conditions affect humans in Florida.
<a href="#">SC.912.E.7.Pa.5:</a>	Recognize the weather conditions, including severe weather, in Florida.

Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

[SC.912.L.15.1:](#)

<b>Remarks/Examples:</b> Annually Assessed on Biology EOC. Also assesses <a href="#">SC.912.L.15.10</a> <a href="#">SC.912.N.1.3</a> <a href="#">SC.912.N.1.4</a> <a href="#">SC.912.N.1.6</a> <a href="#">SC.912.N.2.1</a> <a href="#">SC.912.N.3.1</a> and <a href="#">SC.912.N.3.4</a> .
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### Related Access Points

Name	Description
<a href="#">SC.912.L.15.In.1:</a>	Identify that prehistoric plants and animals changed over time (evolved) or became extinct.
<a href="#">SC.912.L.15.Su.1:</a>	Match fossils to related species.
<a href="#">SC.912.L.15.Pa.1:</a>	Recognize that plants and animals change as they age.

Describe the scientific explanations of the origin of life on Earth.

[SC.912.L.15.8:](#)

<b>Remarks/Examples:</b> Annually assessed on Biology EOC. Also assesses <a href="#">SC.912.N.1.3</a> , <a href="#">SC.912.N.1.4</a> , and <a href="#">SC.912.N.2.1</a> .
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### Related Access Points

Name	Description
<a href="#">SC.912.L.15.In.3:</a>	Identify that there are scientific explanations of the origin of life on Earth.
<a href="#">SC.912.L.15.Su.3:</a>	Recognize that there are scientific explanations of how life began.
<a href="#">SC.912.L.15.Pa.1:</a>	Recognize that plants and animals change as they age.

Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. **Pose questions about the natural world**, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. **Conduct systematic observations**, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. **Examine books and other sources of information to see what is already known**,
4. **Review what is known in light of empirical evidence**, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations**, (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data** (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events**,
8. **Generate explanations that explicate or describe natural phenomena (inferences)**,
9. **Use appropriate evidence and reasoning to justify these explanations to others**,
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

[SC.912.N.1.1:](#)

<b>Remarks/Examples:</b> Florida Standards Connections for 6-12 Literacy in Science For Students in Grades 9-10  LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out <u>experiments</u> , taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.  LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.  LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ <u>experiments</u> , or technical processes.  LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.  For Students in Grades 11-12  LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out <u>experiments</u> , taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.
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LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

### Related Access Points

Name	Description
<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.
<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.
<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.

Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

#### Remarks/Examples:

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: [LAFS.910.RST.1.1](#) / [LAFS.1112.RST.1.1](#).

[SC.912.N.1.4:](#)

### Related Access Points

Name	Description
<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.
<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.
<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.

Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

#### Remarks/Examples:

Recognize that contributions to science can be made and have been made by people from all over the world.

[SC.912.N.1.5:](#)

### Related Access Points

Name	Description
<a href="#">SC.912.N.1.In.3:</a>	Identify that scientific investigations are sometimes repeated in different locations.
<a href="#">SC.912.N.1.Su.3:</a>	Recognize that scientific investigations can be repeated in different locations.
<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.

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

#### Remarks/Examples:

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

[SC.912.N.1.6:](#)

### Related Access Points

Name	Description
<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.

Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and [SC.912.N.1.Su.1](#); 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.

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.

[SC.912.N.2.4](#):

**Remarks/Examples:**  
Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face of new evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.2.In.3</a> :	Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.
<a href="#">SC.912.N.2.Su.2</a> :	Recognize that what is known about science can change based on new information.
<a href="#">SC.912.N.2.Pa.2</a> :	Recognize a variety of cause-effect relationships related to science.

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.

[SC.912.N.2.5](#):

**Remarks/Examples:**  
Recognize that scientific questions, observations, and conclusions may be influenced by the existing state of scientific knowledge, the social and cultural context of the researcher, and the observer's experiences and expectations. Identify possible bias in qualitative and quantitative data analysis.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.2.In.4</a> :	Identify major contributions of scientists.
<a href="#">SC.912.N.2.Su.3</a> :	Recognize major contributions of scientists.
<a href="#">SC.912.N.2.Pa.1</a> :	Recognize an example of work by scientists.

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.

[SC.912.N.3.1](#):

**Remarks/Examples:**  
Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.3.Su.1</a> :	Recognize that scientific theories are supported by evidence and agreement of many scientists.
<a href="#">SC.912.N.3.Pa.1</a> :	Recognize examples of cause-effect descriptions or explanations related to science.

Describe the function of models in science, and identify the wide range of models used in science.

[SC.912.N.3.5](#):

**Remarks/Examples:**  
Describe how models are used by scientists to explain observations of nature.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.3.In.3</a> :	Identify ways models are used in the study of science.
<a href="#">SC.912.N.3.Su.3</a> :	Recognize ways models are used in the study of science.
<a href="#">SC.912.N.3.Pa.2</a> :	Recognize a model used in the context of one's own study of science.

Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

[SC.912.N.4.1](#):

**Remarks/Examples:**  
Recognize that no single universal step-by-step scientific method captures the complexity of doing science. A number of shared values and perspectives characterize a scientific approach.

MAFS.K12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K12.MP.2: Reason abstractly and quantitatively.

## Related Access Points

Name	Description
<a href="#">SC.912.N.4.In.1:</a>	Identify ways scientific knowledge and problem solving benefit people.
<a href="#">SC.912.N.4.Su.1:</a>	Recognize ways scientific knowledge and problem solving benefit people.
<a href="#">SC.912.N.4.Pa.1:</a>	Recognize science information that helps people.

Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).

[SC.912.P.10.10:](#)

### Remarks/Examples:

Recognize and discuss the effect of each force on the structure of matter and the evidence for it.

## Related Access Points

Name	Description
<a href="#">SC.912.P.10.In.5:</a>	Identify fundamental forces, including gravitational and electromagnetic.
<a href="#">SC.912.P.10.Su.6:</a>	Recognize fundamental forces, such as gravitational.
<a href="#">SC.912.P.10.Pa.6:</a>	Recognize that an object falls unless stopped (gravity).

Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues.

[SC.912.P.10.11:](#)

### Remarks/Examples:

Identify the three main types of radioactive decay (alpha, beta, and gamma) and compare their properties (composition, mass, charge, and penetrating power). Explain the concept of half-life for an isotope (e.g. C-14 is used to determine the age of objects) and calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed. Recognize that the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions due to the large amount of energy related to small amounts of mass by equation  $E=mc^2$ .

## Related Access Points

Name	Description
<a href="#">SC.912.P.10.In.6:</a>	Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.
<a href="#">SC.912.P.10.Su.5:</a>	Recognize that nuclear power plants generate electricity and can be dangerous.
<a href="#">SC.912.P.10.Pa.5:</a>	Recognize the universal symbols for radioactive and other hazardous materials.

Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.

[SC.912.P.10.16:](#)

### Remarks/Examples:

Explain that moving electric charges produce magnetic forces and moving magnets produce electric forces. Recognize the Lorentz force is the force on a point charge due to electromagnetic fields and occurs in many devices, including mass spectrometers.

## Related Access Points

Name	Description
<a href="#">SC.912.P.10.In.5:</a>	Identify fundamental forces, including gravitational and electromagnetic.
<a href="#">SC.912.P.10.Su.9:</a>	Observe and identify the effects of magnetic attraction on iron.
<a href="#">SC.912.P.10.Pa.9:</a>	Recognize how magnets are used in real-world situations.

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.

[SC.912.P.10.18:](#)

### Remarks/Examples:

Describe the electromagnetic spectrum (i.e., radio waves, microwaves, infrared, visible light, ultraviolet, X-rays and gamma rays) in terms of frequency, wavelength and energy. Solve problems involving wavelength, frequency, and energy.

## Related Access Points

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.10:</a>	Recognize primary and secondary colors in visible light.

[SC.912.P.10.19:](#)

Explain that all objects emit and absorb electromagnetic radiation and distinguish between objects that are blackbody radiators and those that are not. 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.

[SC.912.P.10.20:](#)

### Remarks/Examples:

Describe the measurable properties of waves (velocity, frequency, wavelength, amplitude, period, reflection and refraction) and explain the relationships among them. Recognize that the source of all waves is a vibration and waves carry energy from one place to another. Distinguish between transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). Describe sound as a longitudinal wave whose speed depends on the properties of the medium in which it propagates.

## Related Access Points

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.10:</a>	Recognize primary and secondary colors in visible light.

[SC.912.P.10.4:](#)

Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

#### Related Access Points

Name	Description
<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.
<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).
<a href="#">SC.912.P.10.Pa.3:</a>	Recognize the source and recipient of heat transfer.

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.

[SC.912.P.12.2:](#)

#### Remarks/Examples:

Solve problems involving distance, velocity, speed, and acceleration. Create and interpret graphs of 1-dimensional motion, such as position versus time, distance versus time, speed versus time, velocity versus time, and acceleration versus time where acceleration is constant.  
Florida Standards Connections: [MAFS.912.N-VM.1.3](#) (+) Solve problems involving velocity and other quantities that can be represented by vectors.

#### Related Access Points

Name	Description
<a href="#">SC.912.P.12.In.2:</a>	Identify acceleration as a change in speed or direction.
<a href="#">SC.912.P.12.Su.2:</a>	Recognize that acceleration generally involves a change in speed.
<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.

Describe how the gravitational force between two objects depends on their masses and the distance between them.

[SC.912.P.12.4:](#)

#### Remarks/Examples:

Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.

#### Related Access Points

Name	Description
<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.
<a href="#">SC.912.P.12.Su.4:</a>	Identify that gravity is a force that attracts objects.
<a href="#">SC.912.P.12.Pa.4:</a>	Recognize that things fall down toward Earth unless stopped or held up (gravity).

There are more than 742 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12921>



# Access Physical Science (#7920022) [{ Physical Science - 2003310 }](#)

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<b>Course Number:</b> 7920022	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS PHYSICAL SCI
<b>Number of Credits:</b> Multiple Credit (more than 1 credit)	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Course Approved	<b>Graduation Requirement:</b> Equally Rigorous Science
<b>Keywords:</b> access, physical, science	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>Grade Level(s):</b> 9, 10, 11, 12	

## GENERAL NOTES

**Access courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development (ELD) Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<a href="#">LAFS.910.RST.1.2:</a>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.2.5:</a>	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
<a href="#">LAFS.910.RST.2.6:</a>	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.RST.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
<a href="#">LAFS.910.RST.3.9:</a>	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
<a href="#">LAFS.910.RST.4.10:</a>	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ul>

[LAFS.910.SL.1.1:](#)

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker’s point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker’s point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.1.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.SL.2.5:](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.5a:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[LAFS.910.WHST.1.1:](#)

- Write arguments focused on discipline-specific content.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.2:](#)

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.912.N-Q.1.1:</a>	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

[MAFS.912.N-Q.1.3:](#) Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.3a:</a>	Describe the accuracy of measurement when reporting quantities (you can lessen your limitations by measuring precisely).

#### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

#### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

#### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

#### Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.4.1:](#)

#### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

[SC.912.E.7.1:](#)

**Remarks/Examples:**  
Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms, as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.E.7.Pa.1:</a>	Recognize that clouds release rain (part of the water cycle).

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.

[SC.912.L.18.12:](#)

**Remarks/Examples:**  
Annually assessed on Biology EOC.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.18.Su.6:</a>	Identify the important role of water in sustaining life of plants and animals.
<a href="#">SC.912.L.18.Pa.5:</a>	Recognize that plants and animals use water to live.

[SC.912.L.18.7:](#)

Identify the reactants, products, and basic functions of photosynthesis.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.18.In.2:</a>	Identify the products and function of photosynthesis.
<a href="#">SC.912.L.18.Su.2:</a>	Recognize that the function of photosynthesis is to produce food for plants.
<a href="#">SC.912.L.18.Pa.2:</a>	Recognize that plants need water, light, and air to grow.

[SC.912.L.18.8:](#)

Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

**Related Access Points**

Name	Description
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[SC.912.L.18.In.3:](#) Identify that cells release energy from food so the organism can use it (cellular respiration).

[SC.912.L.18.Su.3:](#) Recognize that cells get energy from food.

[SC.912.L.18.Pa.3:](#) Identify that food is a source of energy.

Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. **Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).**
2. **Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).**
3. **Examine books and other sources of information to see what is already known,**
4. **Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).**
5. **Plan investigations, (Design and evaluate a scientific investigation).**
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).**
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

#### Remarks/Examples:

Florida Standards Connections for 6-12 Literacy in Science  
For Students in Grades 9-10

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

#### Related Access Points

Name	Description
<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.
<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.
<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.

Describe and explain what characterizes science and its methods.

[SC.912.N.1.2:](#)

**Remarks/Examples:**

Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.

Florida Standards Connections: [MAFS.K12.MP.3](#): Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<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.
<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.
<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.

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.

[SC.912.N.1.3:](#)

**Remarks/Examples:**

Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.

Florida Standards Connections: [MAFS.K12.MP.2](#): Reason abstractly and quantitatively [MAFS.K12.MP.3](#): Construct viable arguments and critique the reasoning of others

**Related Access Points**

Name	Description
<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.
<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.
<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.

Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

[SC.912.N.1.4:](#)

**Remarks/Examples:**

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: [LAFS.910.RST.1.1](#) / [LAFS.1112.RST.1.1](#).

**Related Access Points**

Name	Description
<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.
<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.
<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.

Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

[SC.912.N.1.5:](#)

**Remarks/Examples:**

Recognize that contributions to science can be made and have been made by people from all over the world.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.1.In.3:</a>	Identify that scientific investigations are sometimes repeated in different locations.
<a href="#">SC.912.N.1.Su.3:</a>	Recognize that scientific investigations can be repeated in different locations.
<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.

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

[SC.912.N.1.6:](#)

**Remarks/Examples:**

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them.

**Related Access Points**

Name	Description
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<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.
<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.
<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.

Recognize the role of creativity in constructing scientific questions, methods and explanations.

<a href="#">SC.912.N.1.7:</a>	<p><b>Remarks/Examples:</b> Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).</p> <p>Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and MAFS.K12.MP.2: Reason abstractly and quantitatively.</p>
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**Related Access Points**

Name	Description
<a href="#">SC.912.N.1.In.4:</a>	Identify that scientists use many different methods in conducting their research.
<a href="#">SC.912.N.1.Su.4:</a>	Recognize that scientists use a variety of methods to get answers to their research questions.
<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.

Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

[SC.912.N.2.1:](#)

<a href="#">SC.912.N.2.1:</a>	<p><b>Remarks/Examples:</b> Science is the systematic and organized inquiry that is derived from <u>observations</u> and experimentation that can be verified or tested by further <u>investigation</u> to explain natural phenomena (e.g. Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations.)</p>
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**Related Access Points**

Name	Description
<a href="#">SC.912.N.2.In.1:</a>	Identify examples of investigations that involve science.
<a href="#">SC.912.N.2.Su.1:</a>	Identify questions that can be answered by science.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

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.

[SC.912.N.2.2:](#)

<a href="#">SC.912.N.2.2:</a>	<p><b>Remarks/Examples:</b> Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled <u>variables</u>, sample size, replicability, empirical and measurable evidence, and the concept of falsification).</p> <p>Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
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**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.2.Su.1:</a>	Identify questions that can be answered by science.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

Identify examples of pseudoscience (such as astrology, phrenology) in society.

[SC.912.N.2.3:](#)

<a href="#">SC.912.N.2.3:</a>	<p><b>Remarks/Examples:</b> Determine if the phenomenon (event) can be observed, measured, and tested through scientific experimentation.</p>
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**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.2.Su.1:</a>	Identify questions that can be answered by science.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

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.

[SC.912.N.2.4:](#)

<a href="#">SC.912.N.2.4:</a>	<p><b>Remarks/Examples:</b> Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face of new evidence.</p>
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Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

### Related Access Points

Name	Description
<a href="#">SC.912.N.2.In.3:</a>	Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.
<a href="#">SC.912.N.2.Su.2:</a>	Recognize that what is known about science can change based on new information.
<a href="#">SC.912.N.2.Pa.2:</a>	Recognize a variety of cause-effect relationships related to science.

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.

[SC.912.N.2.5:](#)

#### Remarks/Examples:

Recognize that scientific questions, observations, and conclusions may be influenced by the existing state of scientific knowledge, the social and cultural context of the researcher, and the observer's experiences and expectations. Identify possible bias in qualitative and quantitative data analysis.

### Related Access Points

Name	Description
<a href="#">SC.912.N.2.In.4:</a>	Identify major contributions of scientists.
<a href="#">SC.912.N.2.Su.3:</a>	Recognize major contributions of scientists.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

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.

[SC.912.N.3.1:](#)

#### Remarks/Examples:

Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

### Related Access Points

Name	Description
<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.
<a href="#">SC.912.N.3.Su.1:</a>	Recognize that scientific theories are supported by evidence and agreement of many scientists.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.

[SC.912.N.3.2:](#)

#### Remarks/Examples:

Recognize that scientific argument, disagreement, discourse, and discussion create a broader and more accurate understanding of natural processes and events.

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

### Related Access Points

Name	Description
<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.
<a href="#">SC.912.N.3.Su.1:</a>	Recognize that scientific theories are supported by evidence and agreement of many scientists.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.

[SC.912.N.3.3:](#)

#### Remarks/Examples:

Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific law describes how something behaves.

### Related Access Points

Name	Description
<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.
<a href="#">SC.912.N.3.Su.2:</a>	Recognize examples of scientific laws that describe relationships in nature, such as Newton's laws.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

[SC.912.N.3.4:](#)

#### Remarks/Examples:

Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.N.3.Su.1:</a>	Recognize that scientific theories are supported by evidence and agreement of many scientists.
<a href="#">SC.912.N.3.Su.2:</a>	Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

Describe the function of models in science, and identify the wide range of models used in science.

[SC.912.N.3.5:](#)

**Remarks/Examples:**  
Describe how models are used by scientists to explain observations of nature.  
  
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.3.In.3:</a>	Identify ways models are used in the study of science.
<a href="#">SC.912.N.3.Su.3:</a>	Recognize ways models are used in the study of science.
<a href="#">SC.912.N.3.Pa.2:</a>	Recognize a model used in the context of one’s own study of science.

Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

[SC.912.N.4.1:](#)

**Remarks/Examples:**  
Recognize that no single universal step-by-step scientific method captures the complexity of doing science. A number of shared values and perspectives characterize a scientific approach.  
  
MAFS.K12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.4.In.1:</a>	Identify ways scientific knowledge and problem solving benefit people.
<a href="#">SC.912.N.4.Su.1:</a>	Recognize ways scientific knowledge and problem solving benefit people.
<a href="#">SC.912.N.4.Pa.1:</a>	Recognize science information that helps people.

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.

[SC.912.N.4.2:](#)

**Remarks/Examples:**  
Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).  
  
Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.4.Su.2:</a>	Recognize that some strategies may cost more to solve a problem.
<a href="#">SC.912.N.4.Pa.2:</a>	Recognize a local problem that can be solved by science.

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

[SC.912.P.10.1:](#)

**Remarks/Examples:**  
Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs Light to heat in laser drills Electrical to sound in radios Sound to electrical in microphones Electrical to chemical in battery rechargers Chemical to electrical in dry cells Mechanical to electrical in generators [power plants] Nuclear to heat in nuclear reactors Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.10.In.1:</a>	Identify examples of energy being transformed from one form to another (conserved quantity).
<a href="#">SC.912.P.10.Su.1:</a>	Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
<a href="#">SC.912.P.10.Pa.1:</a>	Observe and recognize examples of the transformation of electrical energy to light and heat.

Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).

[SC.912.P.10.10:](#)

**Remarks/Examples:**  
Recognize and discuss the effect of each force on the structure of matter and the evidence for it.

### Related Access Points

Name	Description
<a href="#">SC.912.P.10.In.5:</a>	Identify fundamental forces, including gravitational and electromagnetic.
<a href="#">SC.912.P.10.Su.6:</a>	Recognize fundamental forces, such as gravitational.
<a href="#">SC.912.P.10.Pa.6:</a>	Recognize that an object falls unless stopped (gravity).

Differentiate between chemical and nuclear reactions.

[SC.912.P.10.12:](#)

#### Remarks/Examples:

Describe how chemical reactions involve the rearranging of atoms to form new substances, while nuclear reactions involve the change of atomic nuclei into entirely new atoms. Identify real-world examples where chemical and nuclear reactions occur every day.

### Related Access Points

Name	Description
<a href="#">SC.912.P.10.In.6:</a>	Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.
<a href="#">SC.912.P.10.Su.5:</a>	Recognize that nuclear power plants generate electricity and can be dangerous.
<a href="#">SC.912.P.10.Pa.5:</a>	Recognize the universal symbols for radioactive and other hazardous materials.

Differentiate among conductors, semiconductors, and insulators.

[SC.912.P.10.14:](#)

#### Remarks/Examples:

Describe band structure, valence electrons, and how the charges flow or rearrange themselves between conductors and insulators.

### Related Access Points

Name	Description
<a href="#">SC.912.P.10.In.7:</a>	Identify common conductors and insulators of electricity.
<a href="#">SC.912.P.10.Su.7:</a>	Recognize common objects that conduct electricity (conductors) and objects that do not conduct electricity (insulators).
<a href="#">SC.912.P.10.Pa.7:</a>	Recognize safe and unsafe practices related to the use of electricity, such as keeping foreign objects out of electrical sockets and not using electrical devices around water.

Investigate and explain the relationships among current, voltage, resistance, and power.

[SC.912.P.10.15:](#)

#### Remarks/Examples:

Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.

### Related Access Points

Name	Description
<a href="#">SC.912.P.10.In.8:</a>	Identify that some electrical devices use different types of power sources and explain what might happen if incorrect electrical components are used.
<a href="#">SC.912.P.10.Su.8:</a>	Recognize that some electrical devices use different types of power sources.
<a href="#">SC.912.P.10.Pa.8:</a>	Demonstrate opening and closing an electrical circuit to turn an electrical device on and off.

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.

[SC.912.P.10.18:](#)

#### Remarks/Examples:

Describe the electromagnetic spectrum (i.e., radio waves, microwaves, infrared, visible light, ultraviolet, X-rays and gamma rays) in terms of frequency, wavelength and energy. Solve problems involving wavelength, frequency, and energy.

### Related Access Points

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.10:</a>	Recognize primary and secondary colors in visible light.

Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver.

[SC.912.P.10.21:](#)

#### Remarks/Examples:

Describe the apparent change in frequency of waves due to the motion of a source or a receiver (the Doppler effect).

### Related Access Points

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.10:</a>	Recognize primary and secondary colors in visible light.

[SC.912.P.10.3:](#)

Compare and contrast work and power qualitatively and quantitatively.

## Related Access Points

Name	Description
<a href="#">SC.912.P.10.In.2:</a>	Identify power as work done in a certain amount of time using measurable terms, such as watts or horsepower.
<a href="#">SC.912.P.10.Su.2:</a>	Recognize the relationship between work and power, such as power is how fast a person or machine does work.
<a href="#">SC.912.P.10.Pa.2:</a>	Recognize that work requires energy.

[SC.912.P.10.4:](#)

Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

## Related Access Points

Name	Description
<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.
<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).
<a href="#">SC.912.P.10.Pa.3:</a>	Recognize the source and recipient of heat transfer.

Relate temperature to the average molecular kinetic energy.

[SC.912.P.10.5:](#)

### Remarks/Examples:

Recognize that the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy.

## Related Access Points

Name	Description
<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.
<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).
<a href="#">SC.912.P.10.Pa.3:</a>	Recognize the source and recipient of heat transfer.

[SC.912.P.10.7:](#)

Distinguish between endothermic and exothermic chemical processes.

### Remarks/Examples:

Classify chemical reactions and phase changes as exothermic (release thermal energy) or endothermic (absorb thermal energy).

## Related Access Points

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.4:</a>	Identify materials that provide protection (insulation) from heat.

[SC.912.P.12.10:](#)

Interpret the behavior of ideal gases in terms of kinetic molecular theory.

### Remarks/Examples:

Using the kinetic molecular theory, explain the behavior of gases and the relationship between pressure and volume (Boyle's law), volume and temperature (Charles's law), pressure and temperature (Gay-Lussac's law), and number of particles in a gas sample (Avogadro's hypothesis).

## Related Access Points

Name	Description
<a href="#">SC.912.P.12.In.6:</a>	Identify that gases exert pressure in a closed surface, such as pressure inside a basketball or a hot air balloon.
<a href="#">SC.912.P.12.Su.6:</a>	Recognize that a gas can exert pressure, such as in balloons, car tires, or pool floats.
<a href="#">SC.912.P.12.Pa.6:</a>	Recognize that some objects contain air, such as balloons, tires, and balls.

[SC.912.P.12.11:](#)

Describe phase transitions in terms of kinetic molecular theory.

### Remarks/Examples:

Explain, at the molecular level, the behavior of matter as it undergoes phase transitions.

[SC.912.P.12.12:](#)

Explain how various factors, such as concentration, temperature, and presence of a catalyst affect the rate of a chemical reaction.

### Remarks/Examples:

Various factors could include: temperature, pressure, solvent and/or solute concentration, sterics, surface area, and catalysts. The rate of reaction is determined by the activation energy, and the pathway of the reaction can be shorter in the presence of enzymes or catalysts. Examples may include: decomposition of hydrogen peroxide using manganese (IV) oxide nitration of benzene using concentrated sulfuric acid hydrogenation of a C=C double bond using nickel.

[SC.912.P.12.2:](#)

Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.

### Remarks/Examples:

Solve problems involving distance, velocity, speed, and acceleration. Create and interpret graphs of 1-dimensional motion, such as position versus time, distance versus time, speed versus time, velocity versus time, and acceleration versus time where acceleration is constant.

Florida Standards Connections: [MAFS.912.N-VM.1.3](#) (+) Solve problems involving velocity and other quantities that can be represented by vectors.

### Related Access Points

Name	Description
<a href="#">SC.912.P.12.In.2:</a>	Identify acceleration as a change in speed or direction.
<a href="#">SC.912.P.12.Su.2:</a>	Recognize that acceleration generally involves a change in speed.
<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.

Interpret and apply Newton's three laws of motion.

**Remarks/Examples:**  
Explain that when the net force on an object is zero, no acceleration occurs thus, a moving object continues to move at a constant speed in the same direction, or, if at rest, it remains at rest (Newton's first law). Explain that when a net force is applied to an object its motion will change, or accelerate (according to Newton's second law,  $F = ma$ ). Predict and explain how when one object exerts a force on a second object, the second object always exerts a force of equal magnitude but of opposite direction and force back on the first:  $F_1 \text{ on } 2 = - F_1 \text{ on } 1$  (Newton's third law).

[SC.912.P.12.3:](#)

### Related Access Points

Name	Description
<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.
<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 action there is an equal and opposite reaction.
<a href="#">SC.912.P.12.Pa.3:</a>	Identify the source of the force moving an object.

Describe how the gravitational force between two objects depends on their masses and the distance between them.

**Remarks/Examples:**  
Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.

[SC.912.P.12.4:](#)

### Related Access Points

Name	Description
<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.
<a href="#">SC.912.P.12.Su.4:</a>	Identify that gravity is a force that attracts objects.
<a href="#">SC.912.P.12.Pa.4:</a>	Recognize that things fall down toward Earth unless stopped or held up (gravity).

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.

**Remarks/Examples:**  
Recognize that regardless of the speed of an observer or source, in a vacuum the speed of light is always  $c$ .

[SC.912.P.12.7:](#)

### Related Access Points

Name	Description
<a href="#">SC.912.P.12.In.5:</a>	Recognize that the speed of light is always the same.
<a href="#">SC.912.P.12.Su.5:</a>	Recognize that light travels very fast.
<a href="#">SC.912.P.12.Pa.5:</a>	Recognize ways to stop light from traveling, such as closing a door.

Differentiate among the four states of matter.

**Remarks/Examples:**  
Differentiate among the four states of matter (solid, liquid, gas and plasma) in terms of energy, particle motion, and phase transitions. (Note: Currently five states of matter have been identified.)

[SC.912.P.8.1:](#)

### Related Access Points

Name	Description
<a href="#">SC.912.P.8.In.1:</a>	Classify states of matter as solid, liquid, and gaseous.
<a href="#">SC.912.P.8.Su.1:</a>	Identify examples of states of matter as solid, liquid, and gaseous.
<a href="#">SC.912.P.8.Pa.1:</a>	Select an example of a common solid, liquid, and gas.

Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.

**Remarks/Examples:**  
Use experimental data to illustrate and explain the pH scale to characterize acid and base solutions. Compare and contrast the strengths of various common acids and bases.

[SC.912.P.8.11:](#)

### Related Access Points

Name	Description
<a href="#">SC.912.P.8.In.7:</a>	Identify properties of common acids and bases.
<a href="#">SC.912.P.8.Su.7:</a>	Categorize common materials or foods as acids or bases.

Differentiate between physical and chemical properties and physical and chemical changes of matter.

SC.912.P.8.2:

**Remarks/Examples:**

Discuss volume, compressibility, density, conductivity, malleability, reactivity, molecular composition, freezing, melting and boiling points. Describe simple laboratory techniques that can be used to separate homogeneous and heterogeneous mixtures (e.g. filtration, distillation, chromatography, evaporation).

**Related Access Points**

Name	Description
SC.912.P.8.In.2:	Compare characteristics of physical and chemical changes of matter.
SC.912.P.8.Su.2:	Identify examples of physical and chemical changes.
SC.912.P.8.Pa.2:	Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

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.

SC.912.P.8.4:

**Remarks/Examples:**

Explain that electrons, protons and neutrons are parts of the atom and that the nuclei of atoms are composed of protons and neutrons, which experience forces of attraction and repulsion consistent with their charges and masses.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

Name	Description
SC.912.P.8.In.3:	Identify the nucleus as the center of an atom.
SC.912.P.8.Su.3:	Recognize that atoms are tiny particles in materials, too small to see.
SC.912.P.8.Pa.3:	Recognize that the parts of an object can be put together to make a whole.

Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.

SC.912.P.8.5:

**Remarks/Examples:**

Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties. Explain how chemical properties depend almost entirely on the configuration of the outer electron shell.

**Related Access Points**

Name	Description
SC.912.P.8.In.4:	Recognize that the periodic table includes all known elements.
SC.912.P.8.Su.4:	Recognize examples of common elements, such as oxygen and hydrogen.
SC.912.P.8.Pa.3:	Recognize that the parts of an object can be put together to make a whole.

Interpret formula representations of molecules and compounds in terms of composition and structure.

SC.912.P.8.7:

**Remarks/Examples:**

Write chemical formulas for simple covalent (HCl, SO<sub>2</sub>, CO<sub>2</sub>, and CH<sub>4</sub>), ionic (Na<sup>+</sup> + Cl<sup>-</sup> → NaCl) and molecular (O<sub>2</sub>, H<sub>2</sub>O) compounds. Predict the formulas of ionic compounds based on the number of valence electrons and the charges on the ions.

**Related Access Points**

Name	Description
SC.912.P.8.In.6:	Identify formulas for common compounds, such as H <sub>2</sub> O and CO <sub>2</sub> .
SC.912.P.8.Su.6:	Match common chemical formulas to their common name, such as H <sub>2</sub> O to water.
SC.912.P.8.Pa.4:	Match common compounds to their names or communication symbols.

Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.

SC.912.P.8.8:

**Remarks/Examples:**

Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion.

**Related Access Points**

Name	Description
SC.912.P.8.In.2:	Compare characteristics of physical and chemical changes of matter.
SC.912.P.8.Su.2:	Identify examples of physical and chemical changes.
SC.912.P.8.Pa.2:	Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

There are more than 829 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/14397>

**Related Certifications**

048 ESE 6: Elementary and Secondary (K-12)

[303 MNTL HNDCP 6: Elementary and Secondary \(K-12\)](#)

[301 EMTL HNDCP 6: Elementary and Secondary \(K-12\)](#)

[202 SPC LRN DS 6: Elementary and Secondary \(K-12\)](#)

[013 VARYING EX 6: Elementary and Secondary \(K-12\)](#)



# Access Integrated Science 1 (#7920025)

{ [Integrated Science 1 - 2002400](#) }

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<b>Course Number:</b> 7920025	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Abbreviated Title:</b> ACCESS INTEG SCI 1
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<a href="#">LAFS.910.RST.1.2:</a>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
<a href="#">LAFS.910.RST.1.3:</a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.RST.2.5:</a>	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

<a href="#">LAFS.910.RST.2.6:</a>	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
<a href="#">LAFS.910.RST.3.7:</a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#">LAFS.910.RST.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
<a href="#">LAFS.910.RST.3.9:</a>	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
<a href="#">LAFS.910.RST.4.10:</a>	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
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**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
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**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
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**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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**Related Access Points**

Name	Description
<a href="#">LAFS.910.SL.2.AP.5a:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ol>
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e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and **examples appropriate to the audience’s knowledge of the topic.**
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.1.2:](#)

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use **technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.**

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[MAFS.912.N-Q.1.1:](#)

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.1a:</a>	Interpret units in the context of the problem.
<a href="#">MAFS.912.N-Q.1.AP.1b:</a>	When solving a multi-step problem, use units to evaluate the appropriateness of the solution.
<a href="#">MAFS.912.N-Q.1.AP.1c:</a>	Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context.
<a href="#">MAFS.912.N-Q.1.AP.1d:</a>	Choose and interpret both the scale and the origin in graphs and data displays.

[MAFS.912.N-Q.1.3:](#)

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

**Related Access Points**

Name	Description
<a href="#">MAFS.912.N-Q.1.AP.3a:</a>	Describe the accuracy of measurement when reporting quantities (you can lessen your limitations by measuring precisely).

Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.

[SC.912.E.5.1:](#)

**Remarks/Examples:**

Explain evidence to support the formation of the universe, which has been expanding for approximately 15 billion year (e.g. ratio of gases, red-shift from distant galaxies, and cosmic background radiation).

**Related Access Points**

Name	Description
<a href="#">SC.912.E.5.In.1:</a>	Recognize that the Milky Way is part of the expanding universe.
<a href="#">SC.912.E.5.Su.1:</a>	Recognize that the universe consists of many galaxies, including the Milky Way.
<a href="#">SC.912.E.5.Pa.1:</a>	Recognize that when objects move away from each other, the distance between them expands.

Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

[SC.912.E.5.2:](#)

**Remarks/Examples:**

Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.

Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.5.In.1:</a>	Recognize that the Milky Way is part of the expanding universe.
<a href="#">SC.912.E.5.Su.1:</a>	Recognize that the universe consists of many galaxies, including the Milky Way.
<a href="#">SC.912.E.5.Pa.1:</a>	Recognize that when objects move away from each other, the distance between them expands.

Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.

[SC.912.E.5.4:](#)

**Remarks/Examples:**

Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.E.5.Su.3:</a>	Describe observable effects of the Sun on Earth, such as changes in light and temperature.
<a href="#">SC.912.E.5.Pa.3:</a>	Observe and recognize effects of the Sun on Earth, such as temperature changes.

Relate the history of and explain the justification for future space exploration and continuing technology development.

[SC.912.E.5.7:](#)

**Remarks/Examples:**

Identify examples of historical space exploration (e.g. telescopes, high altitude balloons, lunar landers, deep-space probes, space station) that had significant impact on current space exploration and recognize the importance of continued exploration in space.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.5.In.6:</a>	Identify major contributions and research from space exploration that affected Florida's economy and culture.
<a href="#">SC.912.E.5.Su.6:</a>	Identify major contributions related to space exploration that affected Florida.
<a href="#">SC.912.E.5.Pa.5:</a>	Recognize items, such as freeze-dried food and space blankets, developed because of space exploration.

Connect the concepts of radiation and the electromagnetic spectrum to the use of historical and newly-developed observational tools.

[SC.912.E.5.8:](#)

**Remarks/Examples:**

Describe how frequency is related to the characteristics of electromagnetic radiation and recognize how spectroscopy is used to detect and interpret information from electromagnetic radiation sources.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.E.5.Pa.6:</a>	Recognize a tool that uses radiation for personal reasons, such as x-rays.

Describe and differentiate the layers of Earth and the interactions among them.

[SC.912.E.6.1:](#)

**Remarks/Examples:**

Recognize the importance of the study of seismic wave data and how it can be used to determine the internal structure, density variations, and dynamic processes between Earth's layers.

**Related Access Points**

Name	Description
<a href="#">SC.912.E.6.In.1:</a>	Describe the three layers of Earth (core, mantle, and crust).
<a href="#">SC.912.E.6.Su.1:</a>	Recognize the three layers of Earth (core, mantle, and crust).
<a href="#">SC.912.E.6.Pa.1:</a>	Identify a surface feature of Earth, such as a hill.

Connect surface features to surface processes that are responsible for their formation.

[SC.912.E.6.2:](#)

**Remarks/Examples:**

Identify various landforms (e.g. dunes, lakes, sinkholes, aquifers) and describe how they form (erosion, physical/chemical weathering, and deposition). Explain how sea level changes over time have exposed and inundated continental shelves, created and destroyed inland seas, and shaped the surface of the Earth.

**Related Access Points**

Name	Description
<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).
<a href="#">SC.912.E.6.Su.2:</a>	Identify types of surface features, such as hills and valleys.
<a href="#">SC.912.E.6.Pa.1:</a>	Identify a surface feature of Earth, such as a hill.

Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.

[SC.912.E.6.3:](#)

**Remarks/Examples:**

Discuss the development of plate tectonic theory, which is derived from the combination of two theories: continental drift and seafloor spreading. Compare and contrast the three primary types of plate boundaries (convergent, divergent, and transform). Explain the origin of geologic features and processes that result from plate tectonics (e.g. earthquakes, volcanoes, trenches, mid-ocean ridges, island arcs and chains, hot spots, earthquake distribution, tsunamis, mountain ranges).

**Related Access Points**

Name	Description
<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.

[SC.912.E.6.Su.3](#): Recognize that Earth's crust is broken into parts (plates) that move and cause mountains and volcanoes.

[SC.912.E.6.Pa.2](#): Recognize that the surface of Earth can change.

Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

**Remarks/Examples:**

Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.

[SC.912.E.7.1](#):

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.E.7.Pa.1</a> :	Recognize that clouds release rain (part of the water cycle).

Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.

**Remarks/Examples:**

Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.

[SC.912.E.7.3](#):

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.E.7.Su.3</a> :	Recognize components of the atmosphere, the hydrosphere, and the biosphere.
<a href="#">SC.912.E.7.Pa.3</a> :	Recognize that humans, plants, and animals live on the Earth (biosphere).

Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

**Remarks/Examples:**

Describe how continuous investigations and/or new scientific information influenced the development of the cell theory. Recognize the contributions of scientists in the development of the cell theory.

[SC.912.L.14.1](#):

**Related Access Points**

Name	Description
<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).
<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.
<a href="#">SC.912.L.14.Pa.1</a> :	Match parts of common living things to their functions.

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).

[SC.912.L.14.2](#):

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.14.Su.2</a> :	Recognize that cells have different parts and each has a function.
<a href="#">SC.912.L.14.Pa.1</a> :	Match parts of common living things to their functions.

Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses [SC.912.L.14.2](#).

[SC.912.L.14.3](#):

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.14.Su.2</a> :	Recognize that cells have different parts and each has a function.
<a href="#">SC.912.L.14.Pa.1</a> :	Match parts of common living things to their functions.

Compare and contrast structure and function of various types of microscopes.

Relate the structure of each of the major plant organs and tissues to physiological processes.

**Remarks/Examples:**

Annually Assessed on Biology EOC.

[SC.912.L.14.7](#):

**Related Access Points**

Name	Description
<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.
<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.

[SC.912.L.14.Pa.4](#): Recognize major plant parts, such as root, stem, leaf, and flower.

Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

[SC.912.L.15.1](#):

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses [SC.912.L.15.10](#) [SC.912.N.1.3](#) [SC.912.N.1.4](#) [SC.912.N.1.6](#) [SC.912.N.2.1](#) [SC.912.N.3.1](#) and [SC.912.N.3.4](#).

**Related Access Points**

Name	Description
<a href="#">SC.912.L.15.In.1</a> :	Identify that prehistoric plants and animals changed over time (evolved) or became extinct.
<a href="#">SC.912.L.15.Su.1</a> :	Match fossils to related species.
<a href="#">SC.912.L.15.Pa.1</a> :	Recognize that plants and animals change as they age.

[SC.912.L.15.4](#):

Describe how and why organisms are hierarchically classified and based on evolutionary relationships.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.15.In.2</a> :	Classify living organisms into their kingdoms.
<a href="#">SC.912.L.15.Su.2</a> :	Match organisms to the animal, plant, and fungus kingdoms.
<a href="#">SC.912.L.15.Pa.2</a> :	Sort common living things into plant and animal kingdoms.

[SC.912.L.15.5](#):

Explain the reasons for changes in how organisms are classified.

Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

[SC.912.L.15.6](#):

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses [SC.912.L.15.4](#) [SC.912.L.15.5](#) [SC.912.N.1.3](#) and [SC.912.N.1.6](#).

**Related Access Points**

Name	Description
<a href="#">SC.912.L.15.In.2</a> :	Classify living organisms into their kingdoms.
<a href="#">SC.912.L.15.Su.2</a> :	Match organisms to the animal, plant, and fungus kingdoms.
<a href="#">SC.912.L.15.Pa.2</a> :	Sort common living things into plant and animal kingdoms.

[SC.912.L.15.8](#):

Describe the scientific explanations of the origin of life on Earth.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.N.1.3](#), [SC.912.N.1.4](#), and [SC.912.N.2.1](#).

**Related Access Points**

Name	Description
<a href="#">SC.912.L.15.In.3</a> :	Identify that there are scientific explanations of the origin of life on Earth.
<a href="#">SC.912.L.15.Su.3</a> :	Recognize that there are scientific explanations of how life began.
<a href="#">SC.912.L.15.Pa.1</a> :	Recognize that plants and animals change as they age.

Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

[SC.912.L.16.1](#):

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.L.16.2](#).

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.16.Su.1</a> :	Recognize characteristics (traits) that offspring inherit from parents.
<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.

[SC.912.L.16.14](#):

Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

**Related Access Points**

Name	Description
<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).
<a href="#">SC.912.L.16.Su.6</a> :	Recognize that cells reproduce by dividing.
<a href="#">SC.912.L.16.Pa.6</a> :	Recognize that living things produce offspring (reproduce).

[SC.912.L.16.16](#):

Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

**Related Access Points**

Name	Description
<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).
<a href="#">SC.912.L.16.Su.6:</a>	Recognize that cells reproduce by dividing.
<a href="#">SC.912.L.16.Pa.6:</a>	Recognize that living things produce offspring (reproduce).

Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

[SC.912.L.16.17:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.L.16.8](#) [SC.912.L.16.14](#) [SC.912.L.16.16](#).

**Related Access Points**

Name	Description
<a href="#">SC.912.L.16.Su.6:</a>	Recognize that cells reproduce by dividing.
<a href="#">SC.912.L.16.Pa.6:</a>	Recognize that living things produce offspring (reproduce).

[SC.912.L.17.11:](#)

Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

**Related Access Points**

Name	Description
<a href="#">SC.912.L.17.In.7:</a>	Identify types of renewable and nonrenewable natural resources and explain the need for conservation.
<a href="#">SC.912.L.17.Su.7:</a>	Identify a way to conserve a familiar, nonrenewable, natural resource.
<a href="#">SC.912.L.17.Pa.6:</a>	Recognize the importance of clean water for living things.

[SC.912.L.17.2:](#)

Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.L.17.Pa.1:</a>	Recognize common living things in bodies of water.

[SC.912.L.17.3:](#)

Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.L.17.Pa.1:</a>	Recognize common living things in bodies of water.

[SC.912.L.17.4:](#)

Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

**Related Access Points**

Name	Description
<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.
<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.
<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.

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.

[SC.912.L.17.9:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.E.7.1](#).

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.L.17.Su.5:</a>	Identify producers, consumers, and decomposers in a simple food chain.
<a href="#">SC.912.L.17.Pa.5:</a>	Recognize that animals (consumers) eat animals and plants for food.

Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

[SC.912.L.18.1:](#)

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses [SC.912.L.18.11](#).

**Related Access Points**

Name	Description
<a href="#">SC.912.L.18.In.1:</a>	Identify that carbohydrates, fats, proteins, and nucleic acids (macromolecules) are important for human organisms.
<a href="#">SC.912.L.18.Su.1:</a>	Recognize that humans use proteins, carbohydrates, and fats.
<a href="#">SC.912.L.18.Pa.1:</a>	Recognize that humans need different kinds of food.

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.

[SC.912.L.18.12:](#)

**Remarks/Examples:**  
Annually assessed on Biology EOC.

#### Related Access Points

Name	Description
<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.
<a href="#">SC.912.L.18.Su.6:</a>	Identify the important role of water in sustaining life of plants and animals.
<a href="#">SC.912.L.18.Pa.5:</a>	Recognize that plants and animals use water to live.

[SC.912.L.18.7:](#)

Identify the reactants, products, and basic functions of photosynthesis.

#### Related Access Points

Name	Description
<a href="#">SC.912.L.18.In.2:</a>	Identify the products and function of photosynthesis.
<a href="#">SC.912.L.18.Su.2:</a>	Recognize that the function of photosynthesis is to produce food for plants.
<a href="#">SC.912.L.18.Pa.2:</a>	Recognize that plants need water, light, and air to grow.

[SC.912.L.18.8:](#)

Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

#### Related Access Points

Name	Description
<a href="#">SC.912.L.18.In.3:</a>	Identify that cells release energy from food so the organism can use it (cellular respiration).
<a href="#">SC.912.L.18.Su.3:</a>	Recognize that cells get energy from food.
<a href="#">SC.912.L.18.Pa.3:</a>	Identify that food is a source of energy.

Explain the interrelated nature of photosynthesis and cellular respiration.

[SC.912.L.18.9:](#)

**Remarks/Examples:**  
Annually assessed on Biology EOC. Also assesses [SC.912.L.18.7](#) [SC.912.L.18.8](#) [SC.912.L.18.10](#).

#### Related Access Points

Name	Description
<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.
<a href="#">SC.912.L.18.Su.4:</a>	Recognize that people and animals breathe in the oxygen that plants give off.
<a href="#">SC.912.L.18.Pa.2:</a>	Recognize that plants need water, light, and air to grow.

Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. **Pose questions about the natural world**, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. **Conduct systematic observations**, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. **Examine books and other sources of information to see what is already known**,
4. **Review what is known in light of empirical evidence**, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations**, (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data** (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events**,
8. **Generate explanations that explicate or describe natural phenomena (inferences)**,
9. **Use appropriate evidence and reasoning to justify these explanations to others**,
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

**Remarks/Examples:**  
Florida Standards Connections for 6-12 Literacy in Science  
[For Students in Grades 9-10](#)  
LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

SC.912.N.1.1:

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

- MAFS.K12.MP.1: Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2: Reason abstractly and quantitatively.
- MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]
- MAFS.K12.MP.4: Model with mathematics.
- MAFS.K12.MP.5: Use appropriate tools strategically.
- MAFS.K12.MP.6: Attend to precision.
- MAFS.K12.MP.7: Look for and make use of structure.
- MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

### Related Access Points

Name	Description
<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.
<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.
<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.

Describe and explain what characterizes science and its methods.

SC.912.N.1.2:

#### Remarks/Examples:

Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

### Related Access Points

Name	Description
<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.
<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.
<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.

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.

SC.912.N.1.3:

#### Remarks/Examples:

Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

### Related Access Points

Name	Description
<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.

[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.

Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

**Remarks/Examples:**

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: [LAFS.910.RST.1.1](#) / [LAFS.1112.RST.1.1](#).

[SC.912.N.1.4:](#)

**Related Access Points**

Name	Description
<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.
<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.
<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.

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

**Remarks/Examples:**

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them.

[SC.912.N.1.6:](#)

**Related Access Points**

Name	Description
<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.
<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.
<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.

Recognize the role of creativity in constructing scientific questions, methods and explanations.

**Remarks/Examples:**

Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).

Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them and [MAFS.K12.MP.2](#): Reason abstractly and quantitatively.

[SC.912.N.1.7:](#)

**Related Access Points**

Name	Description
<a href="#">SC.912.N.1.In.4:</a>	Identify that scientists use many different methods in conducting their research.
<a href="#">SC.912.N.1.Su.4:</a>	Recognize that scientists use a variety of methods to get answers to their research questions.
<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.

Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

**Remarks/Examples:**

Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations.)

[SC.912.N.2.1:](#)

**Related Access Points**

Name	Description
<a href="#">SC.912.N.2.In.1:</a>	Identify examples of investigations that involve science.
<a href="#">SC.912.N.2.Su.1:</a>	Identify questions that can be answered by science.
<a href="#">SC.912.N.2.Pa.1:</a>	Recognize an example of work by scientists.

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.

SC.912.N.3.1:

**Remarks/Examples:**

Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.3.Su.1:</a>	Recognize that scientific theories are supported by evidence and agreement of many scientists.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.

SC.912.N.3.3:

**Remarks/Examples:**

Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific law describes how something behaves.

**Related Access Points**

Name	Description
<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.
<a href="#">SC.912.N.3.Su.2:</a>	Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

SC.912.N.3.4:

Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

**Remarks/Examples:**

Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SC.912.N.3.Su.1:</a>	Recognize that scientific theories are supported by evidence and agreement of many scientists.
<a href="#">SC.912.N.3.Su.2:</a>	Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.
<a href="#">SC.912.N.3.Pa.1:</a>	Recognize examples of cause-effect descriptions or explanations related to science.

Describe the function of models in science, and identify the wide range of models used in science.

SC.912.N.3.5:

**Remarks/Examples:**

Describe how models are used by scientists to explain observations of nature.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.912.N.3.In.3:</a>	Identify ways models are used in the study of science.
<a href="#">SC.912.N.3.Su.3:</a>	Recognize ways models are used in the study of science.
<a href="#">SC.912.N.3.Pa.2:</a>	Recognize a model used in the context of one’s own study of science.

SC.912.P.10.1:

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

**Remarks/Examples:**

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs Light to heat in laser drills Electrical to sound in radios Sound to electrical in microphones Electrical to chemical in battery rechargers Chemical to electrical in dry cells Mechanical to electrical in generators [power plants] Nuclear to heat in nuclear reactors Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

**Related Access Points**

Name	Description
<a href="#">SC.912.P.10.In.1:</a>	Identify examples of energy being transformed from one form to another (conserved quantity).
<a href="#">SC.912.P.10.Su.1:</a>	Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
<a href="#">SC.912.P.10.Pa.1:</a>	Observe and recognize examples of the transformation of electrical energy to light and heat.

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.

**Remarks/Examples:**

[SC.912.P.10.20:](#)

Describe the measurable properties of waves (velocity, frequency, wavelength, amplitude, period, reflection and refraction) and explain the relationships among them. Recognize that the source of all waves is a vibration and waves carry energy from one place to another. Distinguish between transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). Describe sound as a longitudinal wave whose speed depends on the properties of the medium in which it propagates.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.10:</a>	Recognize primary and secondary colors in visible light.

[SC.912.P.10.4:](#)

Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

#### Related Access Points

Name	Description
<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.
<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).
<a href="#">SC.912.P.10.Pa.3:</a>	Recognize the source and recipient of heat transfer.

Distinguish between endothermic and exothermic chemical processes.

[SC.912.P.10.7:](#)

#### Remarks/Examples:

Classify chemical reactions and phase changes as exothermic (release thermal energy) or endothermic (absorb thermal energy).

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SC.912.P.10.Pa.4:</a>	Identify materials that provide protection (insulation) from heat.

Interpret and apply Newton's three laws of motion.

[SC.912.P.12.3:](#)

#### Remarks/Examples:

Explain that when the net force on an object is zero, no acceleration occurs thus, a moving object continues to move at a constant speed in the same direction, or, if at rest, it remains at rest (Newton's first law). Explain that when a net force is applied to an object its motion will change, or accelerate (according to Newton's second law,  $F = ma$ ). Predict and explain how when one object exerts a force on a second object, the second object always exerts a force of equal magnitude but of opposite direction and force back on the first:  $F_1 \text{ on } 2 = -F_1 \text{ on } 1$  (Newton's third law).

#### Related Access Points

Name	Description
<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.
<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 action there is an equal and opposite reaction.
<a href="#">SC.912.P.12.Pa.3:</a>	Identify the source of the force moving an object.

Differentiate among the four states of matter.

[SC.912.P.8.1:](#)

#### Remarks/Examples:

Differentiate among the four states of matter (solid, liquid, gas and plasma) in terms of energy, particle motion, and phase transitions. (Note: Currently five states of matter have been identified.)

#### Related Access Points

Name	Description
<a href="#">SC.912.P.8.In.1:</a>	Classify states of matter as solid, liquid, and gaseous.
<a href="#">SC.912.P.8.Su.1:</a>	Identify examples of states of matter as solid, liquid, and gaseous.
<a href="#">SC.912.P.8.Pa.1:</a>	Select an example of a common solid, liquid, and gas.

Differentiate between physical and chemical properties and physical and chemical changes of matter.

[SC.912.P.8.2:](#)

#### Remarks/Examples:

Discuss volume, compressibility, density, conductivity, malleability, reactivity, molecular composition, freezing, melting and boiling points. Describe simple laboratory techniques that can be used to separate homogeneous and heterogeneous mixtures (e.g. filtration, distillation, chromatography, evaporation).

#### Related Access Points

Name	Description
<a href="#">SC.912.P.8.In.2:</a>	Compare characteristics of physical and chemical changes of matter.
<a href="#">SC.912.P.8.Su.2:</a>	Identify examples of physical and chemical changes.
<a href="#">SC.912.P.8.Pa.2:</a>	Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

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.

[SC.912.P.8.3:](#)

<p><b>Remarks/Examples:</b> Describe the development and historical importance of atomic theory from Dalton (atomic theory), Thomson (the <a href="#">electron</a>), Rutherford (the <a href="#">nucleus</a> and "gold foil" <a href="#">experiment</a>), and Bohr (planetary <a href="#">model</a> of <a href="#">atom</a>), and understand how each discovery leads to modern atomic theory.</p> <p>Florida Standards Connections: MAFS.K12.MP.4: <a href="#">Model</a> with mathematics.</p>
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#### Related Access Points

Name	Description
<a href="#">SC.912.P.8.In.3:</a>	Identify the nucleus as the center of an atom.
<a href="#">SC.912.P.8.Su.3:</a>	Recognize that atoms are tiny particles in materials, too small to see.
<a href="#">SC.912.P.8.Pa.3:</a>	Recognize that the parts of an object can be put together to make a whole.

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.

[SC.912.P.8.4:](#)

<p><b>Remarks/Examples:</b> Explain that <a href="#">electrons</a>, protons and <a href="#">neutrons</a> are parts of the <a href="#">atom</a> and that the <a href="#">nuclei</a> of <a href="#">atoms</a> are composed of protons and <a href="#">neutrons</a>, which experience <a href="#">forces</a> of <a href="#">attraction</a> and repulsion consistent with their charges and masses.</p> <p>Florida Standards Connections: MAFS.K12.MP.4: <a href="#">Model</a> with mathematics.</p>
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#### Related Access Points

Name	Description
<a href="#">SC.912.P.8.In.3:</a>	Identify the nucleus as the center of an atom.
<a href="#">SC.912.P.8.Su.3:</a>	Recognize that atoms are tiny particles in materials, too small to see.
<a href="#">SC.912.P.8.Pa.3:</a>	Recognize that the parts of an object can be put together to make a whole.

Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.

[SC.912.P.8.5:](#)

<p><b>Remarks/Examples:</b> Use the <a href="#">periodic table</a> and <a href="#">electron</a> configuration to determine an element's number of valence <a href="#">electrons</a> and its chemical and physical properties. Explain how chemical properties depend almost entirely on the configuration of the outer <a href="#">electron</a> shell.</p>
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#### Related Access Points

Name	Description
<a href="#">SC.912.P.8.In.4:</a>	Recognize that the periodic table includes all known elements.
<a href="#">SC.912.P.8.Su.4:</a>	Recognize examples of common elements, such as oxygen and hydrogen.
<a href="#">SC.912.P.8.Pa.3:</a>	Recognize that the parts of an object can be put together to make a whole.

Interpret formula representations of molecules and compounds in terms of composition and structure.

[SC.912.P.8.7:](#)

<p><b>Remarks/Examples:</b> Write chemical formulas for simple covalent (HCl, SO<sub>2</sub>, CO<sub>2</sub>, and CH<sub>4</sub>), ionic (Na<sup>+</sup> + Cl<sup>-</sup> → NaCl) and molecular (O<sub>2</sub>, H<sub>2</sub>O) <a href="#">compounds</a>. Predict the formulas of ionic <a href="#">compounds</a> based on the number of valence <a href="#">electrons</a> and the charges on the ions.</p>
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#### Related Access Points

Name	Description
<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> .
<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.
<a href="#">SC.912.P.8.Pa.4:</a>	Match common compounds to their names or communication symbols.

There are more than 1000 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12922>



# Fundamental Integrated Science 1 (#7920030)

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**Course Number:** 7920030

**Course Section:** Exceptional Student Education

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

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

**Abbreviated Title:** FUND INTEG SCI 1

**Course Length:** Year (Y)

## GENERAL NOTES

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### Special Notes:

#### Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SC.6.E.6.1:</a>	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.
<a href="#">SC.6.E.6.2:</a>	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.
<a href="#">SC.6.E.7.1:</a>	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.
<a href="#">SC.6.L.14.2:</a>	Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.
<a href="#">SC.6.L.14.3:</a>	Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.
<a href="#">SC.6.L.14.4:</a>	Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.
	<b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

<a href="#">SC.6.L.15.1:</a>	Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.
<a href="#">SC.7.L.16.1:</a>	Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another. <b>Remarks/Examples:</b> Integrate <a href="#">HE.7.C.1.4</a> . Describe how <u>heredity</u> can affect personal health.
<a href="#">SC.7.L.16.2:</a>	Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.
<a href="#">SC.7.L.16.3:</a>	Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.
<a href="#">SC.7.L.17.1:</a>	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
<a href="#">SC.8.L.18.1:</a>	Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.
<a href="#">SC.8.L.18.2:</a>	Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.
<a href="#">SC.8.P.8.1:</a>	Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases. <b>Remarks/Examples:</b> Recognize that <u>matter</u> is composed of discrete units called <u>atoms</u> and <u>atoms</u> are composed of sub-atomic particles called protons, <u>neutrons</u> , and <u>electrons</u> . Solid is the state in which intermolecular attractions keep the <u>molecules</u> in fixed spatial relationships. <u>Liquid</u> is the state in which intermolecular attractions keep <u>molecules</u> in proximity, but not in fixed relationships. <u>Gas</u> is the state in which <u>molecules</u> are comparatively separated and intermolecular attractions have relatively little effect on their respective motions.  Florida Standards Connections: MAFS.K12.MP.4: <u>Model</u> with mathematics.
<a href="#">SC.8.P.8.4:</a>	Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample. <b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.
<a href="#">SC.8.P.8.6:</a>	Recognize that elements are grouped in the periodic table according to similarities of their properties.
<a href="#">SC.8.P.8.7:</a>	Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons). <b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.4: <u>Model</u> with mathematics.
<a href="#">SC.8.P.8.8:</a>	Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.
<a href="#">SC.8.P.9.3:</a>	Investigate and describe how temperature influences chemical changes.
<a href="#">SC.912.L.17.14:</a>	Assess the need for adequate waste management strategies.
<a href="#">SC.912.L.17.4:</a>	Describe changes in ecosystems resulting from seasonal variations, climate change and succession.
<a href="#">SC.912.L.18.1:</a>	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules. <b>Remarks/Examples:</b> Annually assessed on Biology EOC. Also assesses <a href="#">SC.912.L.18.11</a> .
<a href="#">SC.912.L.18.12:</a>	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. <b>Remarks/Examples:</b> Annually assessed on Biology EOC.
<a href="#">SC.912.L.18.7:</a>	Identify the reactants, products, and basic functions of photosynthesis.
	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: <ol style="list-style-type: none"> <li>1. <b>Pose questions about the natural world</b>, (Articulate the purpose of the investigation and identify the relevant scientific concepts).</li> <li>2. <b>Conduct systematic observations</b>, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</li> <li>3. <b>Examine books and other sources of information to see what is already known</b>,</li> <li>4. <b>Review what is known in light of empirical evidence</b>, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</li> <li>5. <b>Plan investigations</b>, (Design and evaluate a scientific investigation).</li> <li>6. <b>Use tools to gather, analyze, and interpret data</b> (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).</li> <li>7. <b>Pose answers, explanations, or descriptions of events</b>,</li> <li>8. <b>Generate explanations that explicate or describe natural phenomena (inferences)</b>,</li> <li>9. <b>Use appropriate evidence and reasoning to justify these explanations to others</b>,</li> <li>10. <b>Communicate results of scientific investigations, and</b></li> <li>11. <b>Evaluate the merits of the explanations produced by others.</b></li> </ol>
	<b>Remarks/Examples:</b>  Florida Standards Connections for 6-12 Literacy in Science For Students in Grades 9-10  LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out <u>experiments</u> , taking measurements, or performing

<p><a href="#">SC.912.N.1.1:</a></p>	<p>technical tasks attending to special cases or exceptions defined in the text.</p> <p>LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ <u>experiments</u>, or technical processes.</p> <p>LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>For Students in Grades 11-12</u></p> <p>LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out <u>experiments</u>, taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.</p> <p>LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ <u>experiments</u>, or technical processes.</p> <p>LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Florida Standards Connections for Mathematical Practices</p> <ul style="list-style-type: none"> <li>MAFS.K12.MP.1: Make sense of problems and persevere in solving them.</li> <li>MAFS.K12.MP.2: Reason abstractly and quantitatively.</li> <li>MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]</li> <li>MAFS.K12.MP.4: <u>Model</u> with mathematics.</li> <li>MAFS.K12.MP.5: Use appropriate tools strategically.</li> <li>MAFS.K12.MP.6: Attend to precision.</li> <li>MAFS.K12.MP.7: Look for and make use of structure.</li> <li>MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.</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>Remarks/Examples:</b> Collect data/evidence and use tables/graphs to draw conclusions and make <u>inferences</u> based on patterns or trends in the data.</p> <p>Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<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>Remarks/Examples:</b> Science is the systematic and organized inquiry that is derived from <u>observations</u> and experimentation that can be verified or tested by further <u>investigation</u> to explain natural phenomena (e.g. Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations.)</p>
<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>Remarks/Examples:</b> Explain that a scientific theory is a well-tested <u>hypothesis</u> supported by a preponderance of empirical evidence.</p> <p>Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<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>Remarks/Examples:</b> Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific <u>law</u> describes how something behaves.</p>
<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>Remarks/Examples:</b> Recognize that theories do not become <u>laws</u>, theories explain <u>laws</u>. Recognize that not all scientific <u>laws</u> have accompanying explanatory theories.</p>

There are more than 496 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12925>



# Fundamental Integrated Science 2 (#7920035)

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**Course Number:** 7920035

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** FUND INTEG SCI 2

**Course Length:** Year (Y)

## GENERAL NOTES

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.

School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### Special Notes:

#### Instructional Strategies

- Utilize UDL strategies when planning lessons for all students.
- Ensure that students have accessible instructional materials.
- Ensure that students read from text that varies in length and complexity.
- Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
- Use rubrics for assignments that clearly outline expectations for students.
- Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
- Provide multiple opportunities to practice new vocabulary.
- Provide explicit instruction in how students can locate evidence from text to support their answers.
- Provide extensive research and writing opportunities (claims and evidence) based on student interest.
- Provide students with outlines that assist them in note taking during teacher-led instruction.
- Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

#### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">HE.912.C.1.5:</a>	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. <b>Remarks/Examples:</b> Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
<a href="#">HE.912.C.1.7:</a>	Analyze how heredity and family history can impact personal health. <b>Remarks/Examples:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
<a href="#">SC.6.E.7.4:</a>	Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.
<a href="#">SC.6.E.7.5:</a>	Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land. <b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

<a href="#">SC.6.L.14.5:</a>	Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.
	Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.
<a href="#">SC.6.L.14.6:</a>	<p><b>Remarks/Examples:</b> Integrate <a href="#">HE.6.C.1.8</a>. Explain how body systems are impacted by hereditary factors and infectious agents.</p>
	Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.
<a href="#">SC.7.L.16.1:</a>	<p><b>Remarks/Examples:</b> Integrate <a href="#">HE.7.C.1.4</a>. Describe how <u>heredity</u> can affect personal health.</p>
<a href="#">SC.7.L.16.3:</a>	Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.
	Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.
<a href="#">SC.7.L.16.4:</a>	<p><b>Remarks/Examples:</b> Integrate <a href="#">HE.7.C.1.4</a>. Describe how <u>heredity</u> can affect personal health.</p>
<a href="#">SC.7.L.17.1:</a>	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
<a href="#">SC.7.L.17.2:</a>	Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.
<a href="#">SC.8.E.5.4:</a>	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.
<a href="#">SC.8.E.5.7:</a>	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.
<a href="#">SC.8.L.18.1:</a>	Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.
	Identify the major parts of the brain on diagrams or models.
<a href="#">SC.912.L.14.26:</a>	<p><b>Remarks/Examples:</b> Annually Assessed on Biology EOC. Florida Standards Connections: MAFS.K12.MP.4: <u>Model</u> with mathematics.</p>
<a href="#">SC.912.L.14.36:</a>	Describe the factors affecting blood flow through the cardiovascular system.
	Describe the scientific explanations of the origin of life on Earth.
<a href="#">SC.912.L.15.8:</a>	<p><b>Remarks/Examples:</b> Annually assessed on Biology EOC. Also assesses <a href="#">SC.912.N.1.3</a>, <a href="#">SC.912.N.1.4</a>, and <a href="#">SC.912.N.2.1</a>.</p>
	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.
<a href="#">SC.912.L.18.1:</a>	<p><b>Remarks/Examples:</b> Annually assessed on Biology EOC. Also assesses <a href="#">SC.912.L.18.11</a>.</p>
<a href="#">SC.912.L.18.7:</a>	Identify the reactants, products, and basic functions of photosynthesis.
<a href="#">SC.912.L.18.8:</a>	Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.
	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:
	<ol style="list-style-type: none"> <li>1. <b>Pose questions about the natural world</b>, (Articulate the purpose of the investigation and identify the relevant scientific concepts).</li> <li>2. <b>Conduct systematic observations</b>, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</li> <li>3. <b>Examine books and other sources of information to see what is already known</b>,</li> <li>4. <b>Review what is known in light of empirical evidence</b>, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</li> <li>5. <b>Plan investigations</b>, (Design and evaluate a scientific investigation).</li> <li>6. <b>Use tools to gather, analyze, and interpret data</b> (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).</li> <li>7. <b>Pose answers, explanations, or descriptions of events</b>,</li> <li>8. <b>Generate explanations that explicate or describe natural phenomena (inferences)</b>,</li> <li>9. <b>Use appropriate evidence and reasoning to justify these explanations to others</b>,</li> <li>10. <b>Communicate results of scientific investigations, and</b></li> <li>11. <b>Evaluate the merits of the explanations produced by others.</b></li> </ol>
	<p><b>Remarks/Examples:</b> Florida Standards Connections for 6-12 Literacy in Science <u>For Students in Grades 9-10</u></p> <p>LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out <u>experiments</u>, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p> <p>LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ <u>experiments</u>, or technical processes.</p> <p>LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<a href="#">SC.912.N.1.1:</a>	

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

[SC.912.N.1.6:](#)

**Remarks/Examples:**

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

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.

[SC.912.N.3.1:](#)

**Remarks/Examples:**

Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

Differentiate among conductors, semiconductors, and insulators.

[SC.912.P.10.14:](#)

**Remarks/Examples:**

Describe band structure, valence electrons, and how the charges flow or rearrange themselves between conductors and insulators.

Investigate and explain the relationships among current, voltage, resistance, and power.

[SC.912.P.10.15:](#)

**Remarks/Examples:**

Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.

There are more than 458 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12926>



# Fundamental Integrated Science 3 (#7920040)

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**Course Number:** 7920040

**Course Section:** Exceptional Student Education

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

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** FUND INTEG SCI 3 **Course Length:** Year (Y)

## GENERAL NOTES

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.

School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### Special Notes:

#### Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SC.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SC.6.E.6.2:</a>	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.
<a href="#">SC.6.E.7.2:</a>	Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.
	<b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.
<a href="#">SC.6.L.15.1:</a>	Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.
<a href="#">SC.7.E.6.4:</a>	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.
<a href="#">SC.7.E.6.7:</a>	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.
<a href="#">SC.7.L.15.1:</a>	Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.
<a href="#">SC.7.L.15.2:</a>	Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

<a href="#">SC.7.L.15.3:</a>	Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.
<a href="#">SC.7.L.16.1:</a>	Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another. <b>Remarks/Examples:</b> Integrate <a href="#">HE.7.C.1.4</a> . Describe how <u>heredity</u> can affect personal health.
<a href="#">SC.7.L.16.4:</a>	Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment. <b>Remarks/Examples:</b> Integrate <a href="#">HE.7.C.1.4</a> . Describe how <u>heredity</u> can affect personal health.
<a href="#">SC.7.L.17.3:</a>	Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
<a href="#">SC.912.E.6.4:</a>	Analyze how specific geologic processes and features are expressed in Florida and elsewhere. <b>Remarks/Examples:</b> Describe the effect of ocean and Gulf water currents, gravel mining, beach <u>erosion</u> , <u>dune</u> development, aquifers and ground water, salt water intrusion, springs, and sink holes on the formation of the Florida peninsula. Explain the effects of <u>latitude</u> , elevation, topography (land surface type), proximity to large bodies of water, and temperature of ocean currents, on climate in Florida.
<a href="#">SC.912.E.7.5:</a>	Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions. <b>Remarks/Examples:</b> Use <u>models</u> , weather maps and other tools to predict weather conditions and differentiate between accuracy of short-range and long-range weather forecasts.
<a href="#">SC.912.E.7.6:</a>	Relate the formation of severe weather to the various physical factors. <b>Remarks/Examples:</b> Identify the causes of severe weather. Compare and contrast physical factors that affect the formation of severe weather events (e.g. hurricanes, tornados, flash floods, thunderstorms, and drought).
<a href="#">SC.912.L.15.1:</a>	Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change. <b>Remarks/Examples:</b> Annually Assessed on Biology EOC. Also assesses <a href="#">SC.912.L.15.10</a> <a href="#">SC.912.N.1.3</a> <a href="#">SC.912.N.1.4</a> <a href="#">SC.912.N.1.6</a> <a href="#">SC.912.N.2.1</a> <a href="#">SC.912.N.3.1</a> and <a href="#">SC.912.N.3.4</a> .
<a href="#">SC.912.L.15.13:</a>	Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success. <b>Remarks/Examples:</b> Annually assessed on Biology EOC. Also assesses <a href="#">SC.912.L.15.14</a> , <a href="#">SC.912.L.15.15</a> , and <a href="#">SC.912.N.1.3</a> .
<a href="#">SC.912.L.15.6:</a>	Discuss distinguishing characteristics of the domains and kingdoms of living organisms. <b>Remarks/Examples:</b> Annually Assessed on Biology EOC. Also assesses <a href="#">SC.912.L.15.4</a> <a href="#">SC.912.L.15.5</a> <a href="#">SC.912.N.1.3</a> and <a href="#">SC.912.N.1.6</a> .
<a href="#">SC.912.L.16.10:</a>	Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues. <b>Remarks/Examples:</b> Annually assessed on Biology EOC.
<a href="#">SC.912.L.16.13:</a>	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. <b>Remarks/Examples:</b> Annually assessed on Biology EOC.
<a href="#">SC.912.L.16.4:</a>	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.
<a href="#">SC.912.L.16.8:</a>	Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer. <b>Remarks/Examples:</b> Integrate <a href="#">HE.912.C.1.7</a> . Analyze how <u>heredity</u> and family history can impact personal health.
<a href="#">SC.912.L.17.11:</a>	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.
<a href="#">SC.912.L.17.20:</a>	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. <b>Remarks/Examples:</b> Annually assessed on Biology EOC. Also assesses <a href="#">SC.912.L.17.11</a> , <a href="#">SC.912.L.17.13</a> , <a href="#">SC.912.N.1.3</a> .
<a href="#">SC.912.L.17.5:</a>	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity. <b>Remarks/Examples:</b> Annually assessed on Biology EOC. Also assesses <a href="#">SC.912.L.17.2</a> <a href="#">SC.912.L.17.4</a> <a href="#">SC.912.L.17.8</a> <a href="#">SC.912.N.1.4</a> .
<a href="#">SC.912.L.17.8:</a>	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.
<a href="#">SC.912.L.18.12:</a>	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. <b>Remarks/Examples:</b>

- Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:
1. **Pose questions about the natural world**, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
  2. **Conduct systematic observations**, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
  3. **Examine books and other sources of information to see what is already known**,
  4. **Review what is known in light of empirical evidence**, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
  5. **Plan investigations**, (Design and evaluate a scientific investigation).
  6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs)**, (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
  7. **Pose answers, explanations, or descriptions of events**,
  8. **Generate explanations that explicate or describe natural phenomena (inferences)**,
  9. **Use appropriate evidence and reasoning to justify these explanations to others**,
  10. **Communicate results of scientific investigations, and**
  11. **Evaluate the merits of the explanations produced by others.**

**Remarks/Examples:**

Florida Standards Connections for 6-12 Literacy in Science  
For Students in Grades 9-10

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

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.

**Remarks/Examples:**

Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

**Remarks/Examples:**

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

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.

[SC.912.N.1.1:](#)

[SC.912.N.1.3:](#)

[SC.912.N.1.6:](#)

<a href="#">SC.912.N.2.2:</a>	<p><b>Remarks/Examples:</b> Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled <u>variables</u>, sample size, replicability, empirical and measurable evidence, and the concept of falsification).</p> <p>Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<a href="#">SC.912.N.3.1:</a>	<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>Remarks/Examples:</b> Explain that a scientific theory is a well-tested <u>hypothesis</u> supported by a preponderance of empirical evidence.</p> <p>Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<a href="#">SC.912.P.12.10:</a>	<p>Interpret the behavior of ideal gases in terms of kinetic molecular theory.</p> <p><b>Remarks/Examples:</b> Using the kinetic molecular theory, explain the behavior of <u>gases</u> and the relationship between pressure and <u>volume</u> (<u>Boyle's law</u>), <u>volume</u> and <u>temperature</u> (<u>Charles' s law</u>), <u>pressure and temperature</u> (<u>Gay-Lussac' s law</u>), and number of particles in a <u>gas sample</u> (<u>Avogadro' s hypothesis</u>).</p>
<a href="#">SC.912.P.8.10:</a>	<p>Describe oxidation-reduction reactions in living and non-living systems.</p> <p><b>Remarks/Examples:</b> Identify the substance(s) losing and gaining <u>electrons</u> in oxidation-reduction reactions. Discuss voltaic <u>cells</u>, various types of batteries, electrolysis of water, smelting and purification of <u>metals</u>, electrolysis of brine versus molten NaCl, neutralization reactions, electrolytic <u>cells</u>, and living systems (photosynthesis and cellular respiration).</p>

There are more than 642 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12927>



# Access Health and Safety (#7920050)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7920050

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

**Course Section:** Exceptional Student Education

**Abbreviated Title:** Access Health and Safety

**Number of Credits:** Multiple credits

**Course Length:** Semester (S)

**Course Type:** Elective

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

**Keywords:** access, health, safety, ESE

## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

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.

## GENERAL NOTES

Any student whose parents or guardian make a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
<a href="#">HE.912.B.3.2:</a>	<p><b>Remarks/Examples:</b> Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<b>Related Access Points</b>	
Name	Description
<a href="#">HE.912.B.3.In.b:</a>	Describe accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.
<a href="#">HE.912.B.3.Su.b:</a>	Identify accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.
<a href="#">HE.912.B.3.Pa.b:</a>	Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and appointment scheduling.
	Justify the validity of a variety of technologies to gather health information.

[HE.912.B.3.3:](#)

**Remarks/Examples:**  
Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.3.In.c:</a>	Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.
<a href="#">HE.912.B.3.Su.c:</a>	Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.
<a href="#">HE.912.B.3.Pa.c:</a>	Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.

Justify when professional health services or providers may be required.

[HE.912.B.3.4:](#)

**Remarks/Examples:**  
Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.3.In.d:</a>	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.
<a href="#">HE.912.B.3.Su.d:</a>	Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.
<a href="#">HE.912.B.3.Pa.d:</a>	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.

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

[HE.912.B.4.1:](#)

**Remarks/Examples:**  
Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.4.In.a:</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.
<a href="#">HE.912.B.4.Su.a:</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.
<a href="#">HE.912.B.4.Pa.a:</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.

Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

[HE.912.B.4.2:](#)

**Remarks/Examples:**  
Validate other's opinions, use direct statement, use active statement, and offer alternatives.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.4.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.
<a href="#">HE.912.B.4.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.
<a href="#">HE.912.B.4.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.

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

[HE.912.B.4.3:](#)

**Remarks/Examples:**  
Effective verbal and nonverbal communication, compromise, and conflict-resolution.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.4.In.c:</a>	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.
<a href="#">HE.912.B.4.Su.c:</a>	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.
<a href="#">HE.912.B.4.Pa.c:</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.

Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

[HE.912.B.4.4:](#)

**Remarks/Examples:**  
Verbal and written communication, active listening, and how to seek help for a friend.

### Related Access Points

Name	Description
<a href="#">HE.912.B.4.In.d:</a>	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.
<a href="#">HE.912.B.4.Su.d:</a>	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.
<a href="#">HE.912.B.4.Pa.d:</a>	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.

Determine the value of applying a thoughtful decision-making process in health-related situations.

[HE.912.B.5.1:](#)

**Remarks/Examples:**  
Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

### Related Access Points

Name	Description
<a href="#">HE.912.B.5.In.1:</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.
<a href="#">HE.912.B.5.Su.1:</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.
<a href="#">HE.912.B.5.Pa.1:</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.

Generate alternatives to health-related issues or problems.

[HE.912.B.5.2:](#)

**Remarks/Examples:**  
Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.

### Related Access Points

Name	Description
<a href="#">HE.912.B.5.In.2:</a>	Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.
<a href="#">HE.912.B.5.Su.2:</a>	Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.
<a href="#">HE.912.B.5.Pa.2:</a>	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.

Appraise the potential short-term and long-term outcomes of each alternative on self and others.

[HE.912.B.5.3:](#)

**Remarks/Examples:**  
Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.

### Related Access Points

Name	Description
<a href="#">HE.912.B.5.In.3:</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.
<a href="#">HE.912.B.5.Su.3:</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.
<a href="#">HE.912.B.5.Pa.3:</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.

Assess whether individual or collaborative decision making is needed to make a healthy decision.

[HE.912.B.5.4:](#)

**Remarks/Examples:**  
Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.

### Related Access Points

Name	Description
<a href="#">HE.912.B.5.In.4:</a>	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.
<a href="#">HE.912.B.5.Su.4:</a>	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.
<a href="#">HE.912.B.5.Pa.4:</a>	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.

Examine barriers that can hinder healthy decision making.

[HE.912.B.5.5:](#)

**Remarks/Examples:**  
Interpersonal, financial, environmental factors, and accessibility of health information.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.5.In.5:</a>	Explain barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.
<a href="#">HE.912.B.5.Su.5:</a>	Describe barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.
<a href="#">HE.912.B.5.Pa.5:</a>	Identify selected barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.

Evaluate personal health practices and overall health status to include all dimensions of health.

[HE.912.B.6.1:](#)

**Remarks/Examples:**  
Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.6.In.1:</a>	Assess personal health practices and identifies overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.
<a href="#">HE.912.B.6.Su.1:</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.
<a href="#">HE.912.B.6.Pa.1:</a>	Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.

Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

[HE.912.B.6.2:](#)

**Remarks/Examples:**  
Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.6.In.2:</a>	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.
<a href="#">HE.912.B.6.Su.2:</a>	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.
<a href="#">HE.912.B.6.Pa.2:</a>	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.

Implement strategies and monitor progress in achieving a personal health goal.

[HE.912.B.6.3:](#)

**Remarks/Examples:**  
Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.6.In.3:</a>	Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
<a href="#">HE.912.B.6.Su.3:</a>	Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
<a href="#">HE.912.B.6.Pa.3:</a>	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.

Formulate an effective long-term personal health plan.

[HE.912.B.6.4:](#)

**Remarks/Examples:**  
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

**Related Access Points**

Name	Description
<a href="#">HE.912.B.6.In.4:</a>	Develop an effective long-term personal health plan, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
<a href="#">HE.912.B.6.Su.4:</a>	Identify an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
<a href="#">HE.912.B.6.Pa.4:</a>	Follow guided steps to develop an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.

Predict how healthy behaviors can affect health status.

[HE.912.C.1.1:](#)

**Remarks/Examples:**  
Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.a:</a>	Explain how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.
<a href="#">HE.912.C.1.Su.a:</a>	Identify how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.
<a href="#">HE.912.C.1.Pa.a:</a>	Recognize ways personal health can be affected by healthy behaviors, such as healthy fast-food selections, regular medical checkups, and physical activity.

Interpret the significance of interrelationships in mental/emotional, physical, and social health.

[HE.912.C.1.2:](#)

<b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
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### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.b:</a>	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.
<a href="#">HE.912.C.1.Su.b:</a>	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.
<a href="#">HE.912.C.1.Pa.b:</a>	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.

Evaluate how environment and personal health are interrelated.

[HE.912.C.1.3:](#)

<b>Remarks/Examples:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
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### Related Access Points

Name	Description
<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.
<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.
<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.

Propose strategies to reduce or prevent injuries and health problems.

[HE.912.C.1.4:](#)

<b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
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### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.d:</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.
<a href="#">HE.912.C.1.Su.d:</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.
<a href="#">HE.912.C.1.Pa.d:</a>	Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger- restraint/helmet laws, or proper handling of food.

Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

[HE.912.C.1.5:](#)

<b>Remarks/Examples:</b> Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
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### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.e:</a>	Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
<a href="#">HE.912.C.1.Su.e:</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.
<a href="#">HE.912.C.1.Pa.e:</a>	Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.

Evaluate the relationship between access to health care and health status.

[HE.912.C.1.6:](#)

<b>Remarks/Examples:</b> Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
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### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.f:</a>	Identify the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.
<a href="#">HE.912.C.1.Su.f:</a>	Recognize the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.
<a href="#">HE.912.C.1.Pa.f:</a>	Associate access to health care with good health, such as obtaining screenings, having checkups, or receiving treatment.

Analyze how heredity and family history can impact personal health.

[HE.912.C.1.7:](#)

<b>Remarks/Examples:</b> Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
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#### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.g:</a>	Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.
<a href="#">HE.912.C.1.Su.g:</a>	Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.
<a href="#">HE.912.C.1.Pa.g:</a>	Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.

Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

[HE.912.C.1.8:](#)

<b>Remarks/Examples:</b> Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
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#### Related Access Points

Name	Description
<a href="#">HE.912.C.1.In.h:</a>	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.
<a href="#">HE.912.C.1.Su.h:</a>	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.
<a href="#">HE.912.C.1.Pa.h:</a>	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.

Analyze how the family influences the health of individuals.

[HE.912.C.2.1:](#)

<b>Remarks/Examples:</b> Nutritional management of meals, composition of and relationships within families, and health-insurance status.
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#### Related Access Points

Name	Description
<a href="#">HE.912.C.2.In.a:</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.
<a href="#">HE.912.C.2.Su.a:</a>	Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health-insurance status.
<a href="#">HE.912.C.2.Pa.a:</a>	Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the composition of the family.

Compare how peers influence healthy and unhealthy behaviors.

[HE.912.C.2.2:](#)

<b>Remarks/Examples:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
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#### Related Access Points

Name	Description
<a href="#">HE.912.C.2.In.b:</a>	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.
<a href="#">HE.912.C.2.Su.b:</a>	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.
<a href="#">HE.912.C.2.Pa.b:</a>	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.

Assess how the school and community can affect personal health practice and behaviors.

[HE.912.C.2.3:](#)

<b>Remarks/Examples:</b> Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
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#### Related Access Points

Name	Description
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<a href="#">HE.912.C.2.In.c:</a>	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.
<a href="#">HE.912.C.2.Su.c:</a>	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.
<a href="#">HE.912.C.2.Pa.c:</a>	Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

[HE.912.C.2.4:](#)

<b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
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**Related Access Points**

Name	Description
<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.
<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.
<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.

Evaluate the effect of media on personal and family health.

[HE.912.C.2.5:](#)

<b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
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**Related Access Points**

Name	Description
<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).
<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).
<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).

Evaluate the impact of technology on personal, family, and community health.

[HE.912.C.2.6:](#)

<b>Remarks/Examples:</b> Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
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**Related Access Points**

Name	Description
<a href="#">HE.912.C.2.In.f:</a>	Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.
<a href="#">HE.912.C.2.Su.f:</a>	Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.
<a href="#">HE.912.C.2.Pa.f:</a>	Recognize a way that technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian crosswalks or hotlines such as 211 or related websites.

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

[HE.912.C.2.7:](#)

<b>Remarks/Examples:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
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**Related Access Points**

Name	Description
<a href="#">HE.912.C.2.In.g:</a>	Describe ways that culture supports and challenges health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
<a href="#">HE.912.C.2.Su.g:</a>	Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
<a href="#">HE.912.C.2.Pa.g:</a>	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.

Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

[HE.912.C.2.8:](#)

<b>Remarks/Examples:</b> Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
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**Related Access Points**

Name	Description
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<a href="#">HE.912.C.2.In.h:</a>	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.
<a href="#">HE.912.C.2.Su.h:</a>	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.
<a href="#">HE.912.C.2.Pa.h:</a>	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.

Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

[HE.912.C.2.9:](#)

<b>Remarks/Examples:</b>
Social conformity, self-discipline, and impulse vs. delayed gratification.

**Related Access Points**

Name	Description
<a href="#">HE.912.C.2.In.i:</a>	Explain how personal values, attitudes, and beliefs influence individual health practices and behaviors.
<a href="#">HE.912.C.2.Su.i:</a>	Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors.
<a href="#">HE.912.C.2.Pa.i:</a>	Identify how a personal value, attitudes, or belief influences an individual health practice or behavior.

Analyze the role of individual responsibility in enhancing health.

[HE.912.P.7.1:](#)

<b>Remarks/Examples:</b>
Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.

**Related Access Points**

Name	Description
<a href="#">HE.912.P.7.In.1:</a>	Examine the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
<a href="#">HE.912.P.7.Su.1:</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.
<a href="#">HE.912.P.7.Pa.1:</a>	Identify that it is important to take personal responsibility for enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

[HE.912.P.7.2:](#)

<b>Remarks/Examples:</b>
Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.

**Related Access Points**

Name	Description
<a href="#">HE.912.P.7.In.2:</a>	Examine healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
<a href="#">HE.912.P.7.Su.2:</a>	Explain healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
<a href="#">HE.912.P.7.Pa.2:</a>	Identify selected practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.

Demonstrate how to influence and support others in making positive health choices.

[HE.912.P.8.1:](#)

<b>Remarks/Examples:</b>
Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.

**Related Access Points**

Name	Description
<a href="#">HE.912.P.8.In.1:</a>	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.
<a href="#">HE.912.P.8.Su.1:</a>	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.
<a href="#">HE.912.P.8.Pa.1:</a>	Encourage others to make positive health choices.

Utilize current, accurate data/information to formulate a health-enhancing message.

[HE.912.P.8.2:](#)

<b>Remarks/Examples:</b>
Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.

**Related Access Points**

Name	Description
<a href="#">HE.912.P.8.In.2:</a>	Use accurate information to create a health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, and sexual activity.

[HE.912.P.8.Su.2:](#) Use selected accurate information to create a brief health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, or sexual activity.

[HE.912.P.8.Pa.2:](#) Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.

Work cooperatively as an advocate for improving personal, family, and community health.

[HE.912.P.8.3:](#)

**Remarks/Examples:**  
Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.

**Related Access Points**

Name	Description
<a href="#">HE.912.P.8.In.3:</a>	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.
<a href="#">HE.912.P.8.Su.3:</a>	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.
<a href="#">HE.912.P.8.Pa.3:</a>	Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options, or environmentally friendly shopping.

Adapt health messages and communication techniques to a specific target audience.

[HE.912.P.8.4:](#)

**Remarks/Examples:**  
Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.

**Related Access Points**

Name	Description
<a href="#">HE.912.P.8.In.4:</a>	Create a health message that targets a specific audience using a common communication technique, such as promoting Internet safety, preventing disease, reducing poverty, and offering disaster relief.
<a href="#">HE.912.P.8.Su.4:</a>	Create a health message for a selected audience using a selected communication technique, such as promoting Internet safety, preventing disease, reducing poverty, and offering disaster relief.
<a href="#">HE.912.P.8.Pa.4:</a>	Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[LAFS.910.L.3.6:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.910.L.3.AP.6a:</a>	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
<a href="#">LAFS.910.L.3.AP.6b:</a>	Use newly acquired domain-specific words and phrases accurately.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

[LAFS.910.RL.2.4:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.910.RL.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.

[MAFS.912.S-MD.2.7:](#)

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

There are more than 70 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12908>



# Access United States Government (#7921015)

{ [American Government United States Government - 2106310](#) }

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<b>Course Number:</b> 7921015	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Abbreviated Title:</b> ACCESS US GOVT
<b>Course Type:</b> Core	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<b>Related Access Points</b>	
Name	Description
<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.
<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.
<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.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[LAFS.1112.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[LAFS.1112.RH.2.5:](#)

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[LAFS.1112.RH.2.6:](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

[LAFS.1112.RH.3.7:](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[LAFS.1112.RH.3.8:](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[LAFS.1112.RH.3.9:](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[LAFS.1112.RH.4.10:](#)

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[LAFS.1112.SL.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.1a:</a>	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
<a href="#">LAFS.1112.SL.1.AP.1b:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1c:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1d:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.1112.SL.1.AP.1e:</a>	Work with peers to promote democratic discussions.
<a href="#">LAFS.1112.SL.1.AP.1f:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1g:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspectives.

[LAFS.1112.SL.1.2:](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.1112.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.1112.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.1112.SL.1.AP.3c:</a>	Evaluate the evidence used to make the speaker's argument.
<a href="#">LAFS.1112.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.

[LAFS.1112.SL.2.4:](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.2.AP.4a:</a>	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.1112.WHST.1.1:](#)

Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.1112.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.1112.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[SS.912.C.1.1:](#)

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.1.In.a:</a>	Identify the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, and rule of law.
<a href="#">SS.912.C.1.Su.a:</a>	Recognize the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, or rule of law.
<a href="#">SS.912.C.1.Pa.a:</a>	Recognize civic participation as a founding principle of American government.

[SS.912.C.1.2:](#)

Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.C.1.Pa.b:</a>	Recognize government of the people as a principle of the Declaration of Independence.

[SS.912.C.1.3:](#)

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.C.1.Pa.c:</a>	Recognize government of the people as a principle of the Declaration of Independence.

[SS.912.C.1.4:](#)

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.

**Related Access Points**

Name	Description
<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 plans developed by various states, the Great Compromise—the formation of the House and Senate, and the promise of the Bill of Rights.
<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.
<a href="#">SS.912.C.1.Pa.d:</a>	Recognize that forming the American government involved a compromise.

[SS.912.C.1.5:](#)

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.

**Related Access Points**

Name	Description
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<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).
<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.
<a href="#">SS.912.C.1.Pa.e:</a>	Recognize a practice that reflects government by the people (democracy) in the Constitution.

[SS.912.C.2.1:](#) Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

#### Related Access Points

Name	Description
<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.
<a href="#">SS.912.C.2.Su.a:</a>	Identify the differences between a citizen and a noncitizen.
<a href="#">SS.912.C.2.Pa.a:</a>	Recognize a difference between a citizen and a noncitizen.

Monitor current public issues in Florida.

[SS.912.C.2.10:](#)

**Remarks/Examples:**  
Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

#### Related Access Points

Name	Description
<a href="#">SS.912.C.2.In.j:</a>	Identify current public issues in Florida.
<a href="#">SS.912.C.2.Su.j:</a>	Recognize current public issues in Florida.
<a href="#">SS.912.C.2.Pa.j:</a>	Recognize a current public issue in Florida.

[SS.912.C.2.11:](#) Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

#### Related Access Points

Name	Description
<a href="#">SS.912.C.2.In.k:</a>	Describe a solution to resolve a public issue.
<a href="#">SS.912.C.2.Su.k:</a>	Identify a solution to resolve a public issue.
<a href="#">SS.912.C.2.Pa.k:</a>	Recognize a solution to a public issue.

[SS.912.C.2.12:](#) Explain the changing roles of television, radio, press, and Internet in political communication.

#### Related Access Points

Name	Description
<a href="#">SS.912.C.2.In.l:</a>	Identify the role of television, radio, the press, and the Internet in political communications.
<a href="#">SS.912.C.2.Su.l:</a>	Recognize the role of television, radio, and the press in political communications.
<a href="#">SS.912.C.2.Pa.l:</a>	Recognize forms of political communication, such as television, magazines, or newspapers.

Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

[SS.912.C.2.13:](#)

**Remarks/Examples:**  
Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.C.2.Pa.m:</a>	Recognize forms of political communications, such as television, magazines, or newspapers.

[SS.912.C.2.14:](#) Evaluate the processes and results of an election at the state or federal level.

#### Related Access Points

Name	Description
<a href="#">SS.912.C.2.In.n:</a>	Identify the process and results of an election.
<a href="#">SS.912.C.2.Su.n:</a>	Recognize the campaign, voting, and results of an election.
<a href="#">SS.912.C.2.Pa.n:</a>	Recognize voting and results of an election.

[SS.912.C.2.15:](#) Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

#### Related Access Points

Name	Description
<a href="#">SS.912.C.2.In.o:</a>	Identify the role of political parties, special interest groups, and media in shaping public policy.
<a href="#">SS.912.C.2.Su.o:</a>	Identify the role of political parties and media in shaping public policy.
<a href="#">SS.912.C.2.Pa.o:</a>	Recognize that media influences government.

Analyze trends in voter turnout.

[SS.912.C.2.16:](#)

**Remarks/Examples:**  
Examples are youth voter turnout, issue-based voting.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.2.In.p:</a>	Identify the process and results of an election.
<a href="#">SS.912.C.2.Su.p:</a>	Recognize the campaign, voting, and results of an election.
<a href="#">SS.912.C.2.Pa.p:</a>	Recognize voting and results of an election.

[SS.912.C.2.2:](#)

Evaluate the importance of political participation and civic participation.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.2.In.b:</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.
<a href="#">SS.912.C.2.Su.b:</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.
<a href="#">SS.912.C.2.Pa.b:</a>	Recognize ways to participate in the political process.

Experience the responsibilities of citizens at the local, state, or federal levels.

[SS.912.C.2.3:](#)

**Remarks/Examples:**  
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.2.In.c:</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.
<a href="#">SS.912.C.2.Su.c:</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.
<a href="#">SS.912.C.2.Pa.c:</a>	Recognize ways to participate in the political process.

[SS.912.C.2.4:](#)

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.2.In.d:</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.
<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.
<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.

Conduct a service project to further the public good.

[SS.912.C.2.5:](#)

**Remarks/Examples:**  
Examples are school, community, state, national, international.

**Related Access Points**

Name	Description
<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.
<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.
<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.

[SS.912.C.2.6:](#)

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.2.In.f:</a>	Defend a position about individual rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.Su.f:</a>	Identify a position about individual rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.Pa.f:</a>	Recognize an individual right protected by the Constitution.

Explain why rights have limits and are not absolute.

[SS.912.C.2.7:](#)

**Remarks/Examples:**  
Examples are speech, search and seizure, religion, gun possession.

**Related Access Points**

Name	Description
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[SS.912.C.2.In.g:](#) Identify a reason why rights have limits and are not absolute, such as speech and gun possession.

[SS.912.C.2.Su.g:](#) Recognize that some rights are limited, such as speech or gun possession.

[SS.912.C.2.Pa.g:](#) Recognize that rights have limits.

Analyze the impact of citizen participation as a means of achieving political and social change.

[SS.912.C.2.8:](#)

**Remarks/Examples:**

Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.C.2.Pa.h:</a>	Recognize a demonstration or protest to achieve change.

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

[SS.912.C.2.9:](#)

**Remarks/Examples:**

Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.C.2.Su.i:</a>	Recognize the expansion of civil rights as reflected in the Constitution and its amendments.
<a href="#">SS.912.C.2.Pa.i:</a>	Recognize examples of civil rights.

[SS.912.C.3.1:](#)

Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.C.3.Pa.a:</a>	Recognize that the government has limits on its power.

Evaluate the significance and outcomes of landmark Supreme Court cases.

[SS.912.C.3.10:](#)

**Remarks/Examples:**

Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.C.3.Pa.j:</a>	Recognize that Supreme Court cases have important outcomes that affect all citizens.

[SS.912.C.3.11:](#)

Contrast how the Constitution safeguards and limits individual rights.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.3.In.k:</a>	Identify that the Constitution safeguards and limits rights.
<a href="#">SS.912.C.3.Su.k:</a>	Recognize that the Constitution safeguards and limits rights.
<a href="#">SS.912.C.3.Pa.k:</a>	Recognize that the government protects rights.

[SS.912.C.3.12:](#)

Simulate the judicial decision-making process in interpreting law at the state and federal level.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.3.In.l:</a>	Identify the structure and function of the judicial branch of the government as identified in the Constitution.
<a href="#">SS.912.C.3.Su.l:</a>	Identify the function of the judicial branch of the government as identified in the Constitution.
<a href="#">SS.912.C.3.Pa.l:</a>	Recognize that the judicial branch of government interprets laws.

[SS.912.C.3.13:](#)

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

**Remarks/Examples:**

Examples are education, transportation, crime prevention, funding of services.

### Related Access Points

Name	Description
<a href="#">SS.912.C.3.In.m:</a>	Identify the effects of government on the daily lives of citizens at the local, state, and national level.
<a href="#">SS.912.C.3.Su.m:</a>	Recognize an effect of government on the daily lives of citizens at the local, state, and national level.
<a href="#">SS.912.C.3.Pa.m:</a>	Recognize an effect of government on the daily lives of citizens.

[SS.912.C.3.14:](#)

Examine constitutional powers (expressed, implied, concurrent, reserved).

### Related Access Points

Name	Description
<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.
<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.
<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.

[SS.912.C.3.15:](#)

Examine how power and responsibility are distributed, shared, and limited by the Constitution.

### Related Access Points

Name	Description
<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.
<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.
<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.

[SS.912.C.3.2:](#)

Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

### Related Access Points

Name	Description
<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.
<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.
<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.

[SS.912.C.3.3:](#)

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

### Related Access Points

Name	Description
<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.
<a href="#">SS.912.C.3.Su.c:</a>	Identify the function of the legislative branch of the government identified in the Constitution.
<a href="#">SS.912.C.3.Pa.c:</a>	Recognize that the legislative branch of government creates laws.

[SS.912.C.3.4:](#)

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

### Related Access Points

Name	Description
<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.
<a href="#">SS.912.C.3.Su.d:</a>	Identify the function of the executive branch of the government identified in the Constitution.
<a href="#">SS.912.C.3.Pa.d:</a>	Recognize that the executive branch of government enforces laws.

[SS.912.C.3.5:](#)

Identify the impact of independent regulatory agencies in the federal bureaucracy.

#### Remarks/Examples:

Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

### Related Access Points

Name	Description
<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).
<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).
<a href="#">SS.912.C.3.Pa.e:</a>	Recognize that federal agencies help people in America.

[SS.912.C.3.6:](#)

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

### Related Access Points

Name	Description
<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.

<a href="#">SS.912.C.3.Su.f:</a>	Identify the function of the judicial branch of the government as identified in the Constitution.
<a href="#">SS.912.C.3.Pa.f:</a>	Recognize that the judicial branch of government interprets laws.

[SS.912.C.3.7:](#) Describe the role of judicial review in American constitutional government.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.C.3.Su.g:</a>	Identify the function of the judicial branch of the government as identified in the Constitution.
<a href="#">SS.912.C.3.Pa.g:</a>	Recognize that the judicial branch of government interprets laws.

Compare the role of judges on the state and federal level with other elected officials.

[SS.912.C.3.8:](#) **Remarks/Examples:**  
Examples are decisions based on the law vs. will of the majority.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.C.3.Su.h:</a>	Identify the function of the judicial branch of the government as identified in the Constitution.
<a href="#">SS.912.C.3.Pa.h:</a>	Recognize that the judicial branch of government interprets laws.

[SS.912.C.3.9:](#) Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.C.3.Su.i:</a>	Recognize different levels of courts in the judicial system, such as state and federal courts.
<a href="#">SS.912.C.3.Pa.i:</a>	Recognize that courts settle conflicts at the federal and state level.

[SS.912.C.4.1:](#) Explain how the world's nations are governed differently.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.4.In.a:</a>	Identify different forms of governments in other countries in the world.
<a href="#">SS.912.C.4.Su.a:</a>	Recognize a different form of government in another country in the world.
<a href="#">SS.912.C.4.Pa.a:</a>	Recognize that not all countries are governed like the United States.

[SS.912.C.4.2:](#) Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.4.In.b:</a>	Identify the influence of American foreign policy on other nations.
<a href="#">SS.912.C.4.Su.b:</a>	Recognize an influence of American foreign policy on other nations.
<a href="#">SS.912.C.4.Pa.b:</a>	Recognize that the United States works with other nations.

[SS.912.C.4.3:](#) Assess human rights policies of the United States and other countries.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.C.4.Pa.c:</a>	Recognize a human right.

[SS.912.C.4.4:](#) Compare indicators of democratization in multiple countries.

**Related Access Points**

Name	Description
<a href="#">SS.912.C.4.In.d:</a>	Identify common indicators of democratization, such as civil and political rights.
<a href="#">SS.912.C.4.Su.d:</a>	Recognize common indicators of democratization, such as civil or political rights.
<a href="#">SS.912.C.4.Pa.d:</a>	Recognize an example of democratization, such as human rights.

[SS.912.G.4.1:](#) Interpret population growth and other demographic data for any given place.

**Related Access Points**

Name	Description
<a href="#">SS.912.G.4.In.a:</a>	Identify changes in population for selected places.
<a href="#">SS.912.G.4.Su.a:</a>	Recognize changes in population for selected places.

[SS.912.G.4.Pa.a:](#)

Recognize that change is a characteristic of population.

[SS.912.G.5.5:](#)

Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.G.5.Pa.e:</a>	Recognize an impact of humans on an ecosystem.

There are more than 274 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12923>



# Access Economics with Financial Literacy (#7921022)

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<b>Course Number:</b> 7921022	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS ECON FIN LIT
<b>Number of Credits:</b> Multiple Credit (more than 1 credit)	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Draft - Course Pending Approval	<b>Grade Level(s) Version:</b> 9,10,11,12
<b>Keywords:</b> access economics with financial literacy, ESE, high school, exceptional student education, access, financial, finance, financial literacy, economics	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>Grade Level(s):</b> 9, 10, 11, 12	
<b>NCLB?</b> Yes	

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
	<b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
	<b>Related Access Points</b>
Name	Description
<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.
<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.
<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.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<a href="#">LAFS.1112.SL.1.1:</a>	

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.1a:</a>	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
<a href="#">LAFS.1112.SL.1.AP.1b:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1c:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1d:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.1112.SL.1.AP.1e:</a>	Work with peers to promote democratic discussions.
<a href="#">LAFS.1112.SL.1.AP.1f:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1g:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspectives.

[LAFS.1112.SL.1.2:](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.1112.SL.1.3:](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.1112.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.1112.SL.1.AP.3c:</a>	Evaluate the evidence used to make the speaker's argument.
<a href="#">LAFS.1112.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.

[LAFS.1112.SL.2.4:](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.2.AP.4a:</a>	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Write arguments focused on discipline-specific content.

- [LAFS.1112.WHST.1.1:](#)
- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.1112.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.1112.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[MA.912.A.1.1:](#)

Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).

**Remarks/Examples:**

Example: Express  $5^{-2}$  without an exponent.

**Related Access Points**

Name	Description
<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
<a href="#">MA.912.A.1.In.b:</a>	Identify examples of positive and negative whole numbers in real-world situations.
<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.
<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.
<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.
<a href="#">MA.912.A.1.Pa.a:</a>	Identify and express quantity in sets to 10 using objects, pictures, symbols, or number names.

Explain the difference between simple and compound interest.

[MA.912.F.1.1:](#)

**Remarks/Examples:**

Example: Compare the similarities and differences for calculating the final amount of money in your savings account based on simple interest or compound interest.

**Related Access Points**

Name	Description
<a href="#">MA.912.F.1.In.a:</a>	Identify interest on a loan or credit card as money charged for borrowing money.
<a href="#">MA.912.F.1.In.b:</a>	Identify interest on a savings account as money earned by keeping money in the account over time.
<a href="#">MA.912.F.1.Su.a:</a>	Identify interest as extra money charged when borrowing money.
<a href="#">MA.912.F.1.Su.b:</a>	Identify interest on a savings account as money earned by keeping money in the account.
<a href="#">MA.912.F.1.Su.c:</a>	Identify interest rates used in real-world situations.
<a href="#">MA.912.F.1.Pa.a:</a>	Recognize that some items cost more than others.

Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.

**Remarks/Examples:**

Example: You would like to borrow \$245,000 using a 30-year, 1-year ARM indexed to the 1-year Treasury security with a 2.75 percent margin and 2/6 caps (2 percent per year and 6 percent lifetime). The initial interest rate on this loan is 2.75 percent. The lender is charging you 1.50 points and \$1,200 in miscellaneous fees to close the loan.

- a) What is the initial payment on this mortgage?
  - b) If the 1- year Treasury security is yielding 2.25 percent at the first adjustment date, what is your payment on this loan during the second year?
  - c) Suppose that the 1-year Treasury is yielding 2.75 percent at the second adjustment date. What is the new payment on this loan during the third year?
  - d) Assuming that you pay of the loan at the end of the third year, what yield did the lender earn on this loan?
- Now resolve all four parts of the last problem assuming that the loan has a 20 percent payment cap instead of 2/6 interest rate caps.
- a) What is the initial payment on this mortgage?
  - b) If the 1- year Treasury security is yielding 2.25 percent at the first adjustment date, what is your payment on this loan during the second year?
  - c) Suppose that the 1-year Treasury is yielding 2.75 percent at the second adjustment date. What is the new payment on this loan during the third year?
  - d) Assuming that you pay of the loan at the end of the third year, what yield did the lender earn on this loan?

[MA.912.F.3.10:](#)

Calculate the final pay out amount for a balloon mortgage.

MA.912.F.3.11:

**Remarks/Examples:**

Example: If you have a 5-year balloon mortgage with a 15 year amortization schedule, a rate of 6.5%, and a \$100,000 loan what would the remaining balance be after the end of the fifth year?

Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points.

MA.912.F.3.12:

**Remarks/Examples:**

Example: Assuming all of the following were originally 15 year mortgages, which fixed rate mortgage cost the mortgagor the least?

- a) 7.375% interest + 0 points paid off in 10 years
- b) 7.375% interest + 0 points paid off in 7 years
- c) 7 % interest + 3 points paid off in 10 years
- d) 7 % interest + 3 points paid off in 7 years

Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest.

MA.912.F.3.13:

**Remarks/Examples:**

Example: Calculate the total amount paid for a \$100,000 house with a 15 year fixed rate loan at 5.65% if the mortgagor pays a \$25,000 down payment 2 points 1% origination fee maximum brokerage fee on a net loan and State Documentary Stamps on the deed at a tax rate of \$.70 per \$100, the mortgage note at a tax rate of \$.35 per \$100, a and Intangible Tax at a rate of .002.

Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage.

MA.912.F.3.14:

**Remarks/Examples:**

Example: Find the total cost for a \$225,000 mortgage for the following options:

- a) 30 year fixed rate mortgage with a rate of 6.35 %
- b) 3/1 ARM with a rate of 6.75% with a maximum adjustment of 2 points per year with a cap of 6 points for 30 years c) 10 year balloon mortgage with a 30 year amortization schedule with a rate of 5.5%

Next describe the benefits and detriments of each mortgage option.

Analyze credit scores and reports.

MA.912.F.3.2:

**Remarks/Examples:**

Example: Explain how each of the following categories affects a credit score: 1) past payment history, 2) amount of debt, 3) public records information, 4) length of credit history, and 5) the number of recent credit inquiries.

Calculate the finance charges and total amount due on a credit card bill.

MA.912.F.3.3:

**Remarks/Examples:**

Example: Calculate the finance charge each month and the total amount paid for 5 months if you charged \$500 on your credit card but you can only afford to pay \$100 each month. Your credit card has a monthly periodic finance rate of .688% and an annual finance rate of 8.9%.

**Related Access Points**

Name	Description
<a href="#">MA.912.F.3.In.c:</a>	Identify finance charges as extra amounts added to cost of items that are not paid for on time.
<a href="#">MA.912.F.3.Su.c:</a>	Identify the effects of not paying bills on time.
<a href="#">MA.912.F.3.Pa.a:</a>	Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.

Compare the advantages and disadvantages of deferred payments.

MA.912.F.3.4:

**Remarks/Examples:**

Example: Compare paying on a college loan between a Stafford loan or a PLUS loan two years after graduation

**Related Access Points**

Name	Description
<a href="#">MA.912.F.3.In.d:</a>	Recognize that deferred payments result in extra charges, such as increased interest rates.
<a href="#">MA.912.F.3.Su.c:</a>	Identify the effects of not paying bills on time.
<a href="#">MA.912.F.3.Pa.a:</a>	Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.

Calculate deferred payments.

MA.912.F.3.5:

**Remarks/Examples:**

Example: You want to buy a sofa that cost \$899. Company A will let you pay \$100 down and then pay the remaining amount over 3 years at 22% interest. Company B will not make you pay a down payment and they will defer payments for one year. However, you will accrue interest at a rate of 20 % interest during that first year. Starting the second year you will have to pay the new amount for 2 years at a rate of 26 % interest. Which deal is better and why? Calculate the total amount paid for both deals. Example: An electronics company advertises that you don't have to pay anything for 2 years. If you bought a big screen TV for \$2999 on January 1st what would your balance be two years later if you haven't made any payments assuming an interest rate of 23.99%? What would your monthly payments be to pay the TV off in 2 years? What did the TV really cost you?

Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.

MA.912.F.3.6:

**Remarks/Examples:**

Example: Find the actual cost of a car and interest charged with a showroom price of \$15,999, down payment of \$1,600, rate of interest of 12%, and 30 monthly payments.

**Related Access Points**

Name	Description
<a href="#">MA.912.F.3.In.e:</a>	Identify reasons for paying bills on time and the effects of late payments or nonpayment.

[MA.912.F.3.Su.c:](#) Identify the effects of not paying bills on time.

[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.

Calculate the total amount to be paid over the life of a fixed rate loan.

[MA.912.F.3.9:](#)

**Remarks/Examples:**

Example: Calculate the total amount to be paid for a \$275,000 loan at 5.75% interest over 30 years

[MA.912.F.4.10:](#)

Analyze diversification in investments.

Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.

[MA.912.F.4.11:](#)

**Remarks/Examples:**

Example: At the beginning of the year, Mary invests \$3000, buying \$1500 of Stock A at \$30 per share, \$1000 of Stock B at \$40 per share, and putting \$500 in a money market account paying 5% interest. At the end of the year, stock A is priced at \$34 per share, and stock B is priced at \$38 per share. What is the overall rate of return for the year on Mary's investments?

[MA.912.F.4.12:](#)

Compare and contrast income from purchase of common stock, preferred stock, and bonds.

**Remarks/Examples:**

Example: Explain the difference between common and preferred stock. What are some reasons people might choose common stock over preferred stock? Which type of stock is more prevalent in the market today?

Example: Compare corporate bonds, government bonds, and common stock as investments with respect to the following attributes: rates of return, price risk, default risk, and taxability of earnings

[MA.912.F.4.13:](#)

Given current exchange rates be able to convert from one form of currency to another.

**Remarks/Examples:**

Example: Suppose you are traveling in Europe, and while there you withdraw 150 Euros to pay for expenses. If the exchange rate at the time was \$1.27 per Euro, how much money (in dollars) was charged to your bank account?

[MA.912.F.4.14:](#)

Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.

Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.

[MA.912.F.4.8:](#)

**Remarks/Examples:**

Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.

[MA.912.F.4.9:](#)

Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.

**Remarks/Examples:**

Example: Suppose you put \$5000 per year into an IRA for 40 years. If the account pays 6% per year interest, how much would you have at the end of the 40 years? If, at that time, you are in the 15% income tax bracket, how much would this be after taxes?

Suppose that, instead, you paid the tax each year on the \$5000 at your current rate of 28% and put the remaining funds in a ROTH account paying 6% interest. How much would you then have after 40 years?

Which appears to be the better option? What are some of the risks of deferring tax payments until retirement?

Example: Explain the difference between an Individual Retirement Account (IRA) and a ROTH account.

Why might somebody choose to put retirement funds in a ROTH account rather than an IRA?

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze

graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Identify the factors of production and why they are necessary for the production of goods and services.

[SS.912.E.1.1:](#)

**Remarks/Examples:**  
Examples are land, labor, capital, entrepreneurship.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.a:</a>	Identify examples of factors of production, such as land, labor, and capital.
<a href="#">SS.912.E.1.Su.a:</a>	Recognize examples of factors of production, such as land, labor, and capital.
<a href="#">SS.912.E.1.Pa.a:</a>	Recognize that products are made from resources.

[SS.912.E.1.10:](#)

Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.j:</a>	Identify that the government uses taxation and oversight of government spending to support the economy.
<a href="#">SS.912.E.1.Su.j:</a>	Recognize that the government uses tax money to support the economy.
<a href="#">SS.912.E.1.Pa.j:</a>	Recognize that the government makes rules about money.

[SS.912.E.1.11:](#)

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.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.k:</a>	Identify that the Federal Reserve controls interest rates to affect economic growth.
<a href="#">SS.912.E.1.Su.k:</a>	Recognize that the bank of the federal government (Federal Reserve) controls some interest rates.
<a href="#">SS.912.E.1.Pa.k:</a>	Recognize that the government makes rules about money.

[SS.912.E.1.12:](#)

Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.l:</a>	Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.
<a href="#">SS.912.E.1.Su.l:</a>	Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.
<a href="#">SS.912.E.1.Pa.l:</a>	Recognize a change in the business cycle, such as growth (peak).

[SS.912.E.1.13:](#)

Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.m:</a>	Describe the basic functions of money in the United States.
<a href="#">SS.912.E.1.Su.m:</a>	Identify the basic functions of money in the United States.
<a href="#">SS.912.E.1.Pa.m:</a>	Recognize a use for money in the United States.

[SS.912.E.1.14:](#)

Compare credit, savings, and investment services available to the consumer from financial institutions.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.n:</a>	Identify major differences between credit, savings, and investment services.
<a href="#">SS.912.E.1.Su.n:</a>	Recognize a credit and savings service.
<a href="#">SS.912.E.1.Pa.n:</a>	Recognize that money in a bank can be withdrawn.

[SS.912.E.1.15:](#)

Describe the risk and return profiles of various investment vehicles and the importance of diversification.

**Remarks/Examples:**  
Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.

**Related Access Points**

Name	Description
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[SS.912.E.1.In.o:](#) Identify sources of information on investments, such as stocks, bonds, and mutual funds.

[SS.912.E.1.Su.o:](#) Recognize the purpose of saving and investing money.

[SS.912.E.1.Pa.o:](#) Recognize the purpose of saving money.

Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.

**Remarks/Examples:**

Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.

[SS.912.E.1.16:](#)

Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.

Examples of a credit plan are interest rates, credit scores, payment plan.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.E.1.Su.p:</a>	Recognize a budget plan that includes wages and essential expenses, such as food and housing.
<a href="#">SS.912.E.1.Pa.p:</a>	Recognize a plan (budget) to save and spend money.

[SS.912.E.1.2:](#)

Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.E.1.Su.b:</a>	Identify an example of scarcity, choice, and trade-offs in the production of goods.
<a href="#">SS.912.E.1.Pa.b:</a>	Recognize examples of scarcity and choice.

[SS.912.E.1.3:](#)

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?

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.c:</a>	Identify differences in the major characteristics of the market, command, and mixed economic systems.
<a href="#">SS.912.E.1.Su.c:</a>	Recognize a major characteristic of the market and the command economic systems.
<a href="#">SS.912.E.1.Pa.c:</a>	Recognize that goods are produced because people want or need them (supply and demand).

[SS.912.E.1.4:](#)

Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.d:</a>	Describe how the interaction between supply and demand affects the price of a product.
<a href="#">SS.912.E.1.Su.d:</a>	Identify examples of the interaction between supply and demand.
<a href="#">SS.912.E.1.Pa.d:</a>	Recognize that goods are produced because people want or need them (supply and demand).

[SS.912.E.1.5:](#)

Compare different forms of business organizations.

**Remarks/Examples:**

Examples are sole proprietorship, partnership, corporation, limited liability corporation.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.e:</a>	Identify forms of business organization, such as sole proprietorship, partnership, and corporation.
<a href="#">SS.912.E.1.Su.e:</a>	Recognize forms of business organization, such as sole proprietorship, partnership, or corporation.
<a href="#">SS.912.E.1.Pa.e:</a>	Recognize that some businesses are owned by people.

[SS.912.E.1.6:](#)

Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.f:</a>	Identify differences between a monopoly and pure competition market structure.
<a href="#">SS.912.E.1.Su.f:</a>	Recognize a difference between a monopoly and pure competition market structure.
<a href="#">SS.912.E.1.Pa.f:</a>	Recognize a basic characteristic of a market structure, such as buyers and sellers.

[SS.912.E.1.7:](#)

Graph and explain how firms determine price and output through marginal cost analysis.

**Related Access Points**

Name	Description
<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.

<a href="#">SS.912.E.1.Su.g:</a>	Recognize factors that determine the price of a good or service, such as fixed costs.
<a href="#">SS.912.E.1.Pa.g:</a>	Recognize that goods are produced because people want or need them (supply and demand).

[SS.912.E.1.8:](#)

Explain ways firms engage in price and nonprice competition.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.E.1.Su.h:</a>	Recognize an example of price and non-price competition, such as discounts or extra service.
<a href="#">SS.912.E.1.Pa.h:</a>	Recognize that products have different prices.

Describe how the earnings of workers are determined.

[SS.912.E.1.9:](#)

<b>Remarks/Examples:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
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**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.E.1.Su.i:</a>	Recognize that the earnings of workers reflect worker productivity.
<a href="#">SS.912.E.1.Pa.i:</a>	Recognize that workers receive wages.

Identify and explain broad economic goals.

[SS.912.E.2.1:](#)

<b>Remarks/Examples:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
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**Related Access Points**

Name	Description
<a href="#">SS.912.E.2.In.a:</a>	Identify broad economic goals, such as freedom, security, and full employment.
<a href="#">SS.912.E.2.Su.a:</a>	Recognize a broad economic goal, such as full employment.
<a href="#">SS.912.E.2.Pa.a:</a>	Recognize a reason for employment.

[SS.912.E.2.10:](#)

Describe the organization and functions of the Federal Reserve System.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.E.2.Su.j:</a>	Recognize a function of the Federal Reserve System, such as to control interest rates.
<a href="#">SS.912.E.2.Pa.j:</a>	Recognize that the government controls money.

Assess the economic impact of negative and positive externalities on the local, state, and national environment.

[SS.912.E.2.11:](#)

<b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
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**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.E.2.Pa.k:</a>	Recognize a positive or negative side effect (externality) of producing goods.

[SS.912.E.2.12:](#)

Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.E.2.Pa.l:</a>	Recognize that money moves from buyer to seller.

[SS.912.E.2.2:](#)

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

**Related Access Points**

Name	Description
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[SS.912.E.2.In.b:](#) Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.

[SS.912.E.2.Su.b:](#) Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses.

[SS.912.E.2.Pa.b:](#) Recognize the value of a community project, such as recycling.

[SS.912.E.2.3:](#) Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.E.2.Pa.c:</a>	Recognize an individual who has contributed to the United States.

Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.

[SS.912.E.2.4:](#)

**Remarks/Examples:**  
Examples are shortage, surplus, other inefficiencies.

#### Related Access Points

Name	Description
<a href="#">SS.912.E.2.In.d:</a>	Identify examples of government wage and price controls, such as minimum wage and rent control.
<a href="#">SS.912.E.2.Su.d:</a>	Recognize examples of government wage and price controls, such as minimum wage and rent control.
<a href="#">SS.912.E.2.Pa.d:</a>	Recognize that government sets the minimum wage.

Analyze how capital investments may impact productivity and economic growth.

[SS.912.E.2.5:](#)

**Remarks/Examples:**  
Examples are factories, machinery, technology, people.

#### Related Access Points

Name	Description
<a href="#">SS.912.E.2.In.e:</a>	Identify how investment in factories, machinery, technology, or people can impact productivity.
<a href="#">SS.912.E.2.Su.e:</a>	Recognize that investment in factories, machinery, technology, or people can impact productivity.
<a href="#">SS.912.E.2.Pa.e:</a>	Recognize that investment may increase productivity.

Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.

[SS.912.E.2.6:](#)

**Remarks/Examples:**  
Examples are electric, water, cable, waste management.

#### Related Access Points

Name	Description
<a href="#">SS.912.E.2.In.f:</a>	Identify the purpose of natural monopolies regulated by the government, such as electricity and water.
<a href="#">SS.912.E.2.Su.f:</a>	Recognize examples of a natural monopoly, such as electricity and water.
<a href="#">SS.912.E.2.Pa.f:</a>	Recognize an example of a natural monopoly, such as electricity or water.

[SS.912.E.2.7:](#)

Identify the impact of inflation on society.

#### Related Access Points

Name	Description
<a href="#">SS.912.E.2.In.g:</a>	Identify a common impact of inflation on society.
<a href="#">SS.912.E.2.Su.g:</a>	Recognize a common impact of inflation on society.
<a href="#">SS.912.E.2.Pa.g:</a>	Recognize that the cost of items can increase.

[SS.912.E.2.8:](#)

Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).

**Remarks/Examples:**  
Examples are income, sales, social security.

#### Related Access Points

Name	Description
<a href="#">SS.912.E.2.In.h:</a>	Identify different types of taxes, such as income, sales, and social security.
<a href="#">SS.912.E.2.Su.h:</a>	Recognize different types of taxes, such as income, sales, and social security.
<a href="#">SS.912.E.2.Pa.h:</a>	Recognize a tax, such as sales tax.

[SS.912.E.2.9:](#)

Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.

#### Related Access Points

Name	Description
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<a href="#">SS.912.E.2.In.i:</a>	Recognize the relationship between government spending and taxation and the economy.
<a href="#">SS.912.E.2.Su.i:</a>	Recognize that government spending and taxation affects the economy.
<a href="#">SS.912.E.2.Pa.i:</a>	Recognize that the government spends money.

Demonstrate the impact of inflation on world economies.

[SS.912.E.3.1:](#)

**Remarks/Examples:**

Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.E.3.Su.a:</a>	Recognize an impact of inflation on the economy, such as oil prices.
<a href="#">SS.912.E.3.Pa.a:</a>	Recognize that costs of goods and services change over time.

[SS.912.E.3.2:](#)

Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.E.3.Pa.b:</a>	Recognize the advantage of a trade.

Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

[SS.912.E.3.3:](#)

**Remarks/Examples:**

Examples are NAFTA, CAFTA.  
Examples are quotas, tariffs.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.3.In.c:</a>	Identify examples of barriers to trade, such as quotas and tariffs.
<a href="#">SS.912.E.3.Su.c:</a>	Recognize a barrier to trade, such as quotas and tariffs.
<a href="#">SS.912.E.3.Pa.c:</a>	Recognize a disadvantage (barrier) of a trade.

Assess the economic impact of negative and positive externalities on the international environment.

[SS.912.E.3.4:](#)

**Remarks/Examples:**

Examples of negative are pollution, global warming.  
Examples of positive are pure water, better air quality.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.E.3.Pa.d:</a>	Recognize a positive or negative side effect (externality) of producing goods in the international environment.

Compare the current United States economy with other developed and developing nations.

[SS.912.E.3.5:](#)

**Remarks/Examples:**

Examples are standard of living, exchange rates, productivity, gross domestic product.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.E.3.Su.e:</a>	Recognize a characteristic of another country's economy, such as the standard of living.
<a href="#">SS.912.E.3.Pa.e:</a>	Recognize an economic characteristic of daily living, such as the cost of housing.

Differentiate and draw conclusions about historical economic thought theorized by economists.

[SS.912.E.3.6:](#)

**Remarks/Examples:**

Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.E.3.Pa.f:</a>	Recognize that people study the economy.

[SS.912.G.2.2:](#)

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.G.2.Su.b:</a>	Recognize a factor that contributes to differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.Pa.b:</a>	Recognize a characteristic of development.

[SS.912.G.3.3:](#)

Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.G.3.Pa.c:</a>	Recognize a way to recycle resources.

Use geographic terms and tools to analyze case studies of issues in globalization.

[SS.912.G.4.4:](#)

**Remarks/Examples:**  
 Examples are cultural imperialism, outsourcing.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.G.4.Su.d:</a>	Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups.
<a href="#">SS.912.G.4.Pa.d:</a>	Recognize an effect of globalization.

There are more than 285 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13009>



# Access United States History (#7921025)

{ [United States History - 2100310](#) }

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<b>Course Number:</b> 7921025	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Abbreviated Title:</b> ACCESS US HIST
<b>Course Type:</b> Core	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<b>Related Access Points</b>	
Name	Description
<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.
<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.
<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.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[LAFS.1112.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[LAFS.1112.RH.2.5:](#)

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[LAFS.1112.RH.2.6:](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

[LAFS.1112.RH.3.7:](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[LAFS.1112.RH.3.8:](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[LAFS.1112.RH.3.9:](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[LAFS.1112.RH.4.10:](#)

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[LAFS.1112.SL.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.1a:</a>	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
<a href="#">LAFS.1112.SL.1.AP.1b:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1c:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1d:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.1112.SL.1.AP.1e:</a>	Work with peers to promote democratic discussions.
<a href="#">LAFS.1112.SL.1.AP.1f:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.1112.SL.1.AP.1g:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspectives.

[LAFS.1112.SL.1.2:](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.1112.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.
<a href="#">LAFS.1112.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.1112.SL.1.AP.3c:</a>	Evaluate the evidence used to make the speaker's argument.
<a href="#">LAFS.1112.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.

[LAFS.1112.SL.2.4:](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### Related Access Points

Name	Description
<a href="#">LAFS.1112.SL.2.AP.4a:</a>	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.1112.WHST.1.1:](#)

Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.1112.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.1112.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[SS.912.A.1.1:](#)

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.1.In.a:</a>	Identify the importance of the use of authentic sources and critical review by historians to write about events.
<a href="#">SS.912.A.1.Su.a:</a>	Identify the importance of the use of authentic sources by historians to write about events.
<a href="#">SS.912.A.1.Pa.a:</a>	Recognize that historians write about events.

[SS.912.A.1.2:](#)

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.1.In.b:</a>	Identify the author and purpose of significant historical documents using primary and secondary sources.
<a href="#">SS.912.A.1.Su.b:</a>	Identify the author and purpose of significant historical documents.
<a href="#">SS.912.A.1.Pa.b:</a>	Use appropriate sources to obtain information about history.

[SS.912.A.1.3:](#)

Utilize timelines to identify the time sequence of historical data.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.1.In.c:</a>	Use a timeline to identify the sequence of historical data.
<a href="#">SS.912.A.1.Su.c:</a>	Use a timeline to identify a historical event.
<a href="#">SS.912.A.1.Pa.c:</a>	Use a timeline to recognize an event that occurred in the past.

[SS.912.A.1.4:](#)

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.1.Pa.d:</a>	Recognize pictures, cartoons, or artifacts about the past.

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

[SS.912.A.1.5:](#)

**Remarks/Examples:**  
 Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [http://www.fldoe.org/bii/Library\\_Media/pdf/12TotalFINDS.pdf](http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf)

**Related Access Points**

Name	Description
<a href="#">SS.912.A.1.In.e:</a>	Determine the accuracy of current events and Internet resources by comparing them to reliable sources.
<a href="#">SS.912.A.1.Su.e:</a>	Recognize the accuracy of current events and Internet resources by comparing them to reliable sources.

[SS.912.A.1.Pa.e:](#) Recognize information about current events.

[SS.912.A.1.6:](#) Use case studies to explore social, political, legal, and economic relationships in history.

#### Related Access Points

Name	Description
<a href="#">SS.912.A.1.In.f:</a>	Use a case study to identify social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.Su.f:</a>	Use a case study to recognize social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.Pa.f:</a>	Use a case study to obtain information on history.

[SS.912.A.1.7:](#) Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

#### Related Access Points

Name	Description
<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.
<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.
<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, or publications.

Review causes and consequences of the Civil War.

[SS.912.A.2.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.

#### Related Access Points

Name	Description
<a href="#">SS.912.A.2.In.a:</a>	Identify the major causes and consequences of the Civil War.
<a href="#">SS.912.A.2.Su.a:</a>	Recognize the major causes and consequences of the Civil War.
<a href="#">SS.912.A.2.Pa.a:</a>	Recognize characteristics of life during the Civil War.

Assess the influence of significant people or groups on Reconstruction.

[SS.912.A.2.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.2.Pa.b:</a>	Recognize there were leaders who promoted social justice.

Describe the issues that divided Republicans during the early Reconstruction era.

[SS.912.A.2.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.

#### Related Access Points

Name	Description
<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).
<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).
<a href="#">SS.912.A.2.Pa.c:</a>	Recognize that groups of people continued to disagree about slavery after the war.

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

[SS.912.A.2.4:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.2.Pa.d:</a>	Recognize that African American males have the right to vote.

[SS.912.A.2.5:](#)

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.2.In.e:</a>	Identify the purpose of laws of segregation, often called Jim Crow Laws.
<a href="#">SS.912.A.2.Su.e:</a>	Recognize examples of laws of segregation, often called Jim Crow Laws.
<a href="#">SS.912.A.2.Pa.e:</a>	Recognize the social issue of segregation.

[SS.912.A.2.6:](#)

Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.2.In.f:</a>	Identify the sharecropping and debt peonage system that was practiced in the United States.
<a href="#">SS.912.A.2.Su.f:</a>	Recognize that sharecropping was a common way of life for freed people.
<a href="#">SS.912.A.2.Pa.f:</a>	Recognize the social issue of segregation.

[SS.912.A.2.7:](#)

Review the Native American experience.

<b>Remarks/Examples:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.
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**Related Access Points**

Name	Description
<a href="#">SS.912.A.2.In.g:</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.
<a href="#">SS.912.A.2.Su.g:</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.
<a href="#">SS.912.A.2.Pa.g:</a>	Recognize the social issue of forced integration.

[SS.912.A.3.1:](#)

Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

<b>Remarks/Examples:</b> Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.
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**Related Access Points**

Name	Description
<a href="#">SS.912.A.3.In.a:</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 development, and increasing the use of commercial agriculture.
<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.
<a href="#">SS.912.A.3.Pa.a:</a>	Recognize employment options in America.

[SS.912.A.3.10:](#)

Review different economic and philosophic ideologies.

<b>Remarks/Examples:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
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**Related Access Points**

Name	Description
<a href="#">SS.912.A.3.In.j:</a>	Identify major differences in economic systems, such as capitalism and communism.
<a href="#">SS.912.A.3.Su.j:</a>	Recognize an example of an economic system, such as capitalism.
<a href="#">SS.912.A.3.Pa.j:</a>	Recognize that people buy and sell goods and services.

[SS.912.A.3.11:](#)

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.
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**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.3.Pa.k:</a>	Recognize that powerful groups have a strong influence on government.

[SS.912.A.3.12:](#)

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

<b>Remarks/Examples:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association,
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**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.3.Pa.l:</a>	Recognize an organization in the community that helps people.

Examine key events and peoples in Florida history as they relate to United States history.

[SS.912.A.3.13:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.
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**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.3.Pa.m:</a>	Recognize a key event or person in Florida history.

[SS.912.A.3.2:](#)

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

**Related Access Points**

Name	Description
<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).
<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.
<a href="#">SS.912.A.3.Pa.b:</a>	Recognize goods that are manufactured, such as clothing.

Compare the first and second Industrial Revolutions in the United States.

[SS.912.A.3.3:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.
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**Related Access Points**

Name	Description
<a href="#">SS.912.A.3.In.c:</a>	Identify technological developments and inventions in the Industrial Revolutions in the United States.
<a href="#">SS.912.A.3.Su.c:</a>	Recognize technological developments and inventions in the Industrial Revolutions in the United States.
<a href="#">SS.912.A.3.Pa.c:</a>	Recognize that inventions changed life in the United States.

Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

[SS.912.A.3.4:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.
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**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.3.Pa.d:</a>	Recognize transportation and communication systems.

Identify significant inventors of the Industrial Revolution including African Americans and women.

[SS.912.A.3.5:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.
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**Related Access Points**

Name	Description
<a href="#">SS.912.A.3.In.e:</a>	Identify a significant inventor of the Industrial Revolution, including an African American or a woman.
<a href="#">SS.912.A.3.Su.e:</a>	Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.
<a href="#">SS.912.A.3.Pa.e:</a>	Recognize that inventions help people.

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

[SS.912.A.3.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.3.Pa.f:</a>	Recognize that government can control business.

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).

[SS.912.A.3.7:](#)

**Remarks/Examples:**

Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.3.In.g:</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.
<a href="#">SS.912.A.3.Su.g:</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.
<a href="#">SS.912.A.3.Pa.g:</a>	Recognize the social issue of inequality.

[SS.912.A.3.8:](#)

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).

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.3.Pa.h:</a>	Recognize types of assistance for personal and social needs.

Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

[SS.912.A.3.9:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, Socialist Party, labor laws.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.3.In.i:</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.
<a href="#">SS.912.A.3.Su.i:</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.
<a href="#">SS.912.A.3.Pa.i:</a>	Recognize that workers have rights.

Analyze the major factors that drove United States imperialism.

[SS.912.A.4.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.4.Pa.a:</a>	Recognize the continuing growth over time of the United States.

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

[SS.912.A.4.10:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.4.Pa.j</a> :	Recognize an unintended effect of an agreement (treaty).

Examine key events and peoples in Florida history as they relate to United States history.

[SS.912.A.4.11:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.
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#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.4.Pa.k</a> :	Recognize a contribution of Florida as it relates to American history.

Explain the motives of the United States acquisition of the territories.

[SS.912.A.4.2:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.
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#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.4.Pa.b</a> :	Recognize the continuing growth over time of the United States.

Examine causes, course, and consequences of the Spanish American War.

[SS.912.A.4.3:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.
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#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.4.Pa.c</a> :	Recognize the continuing growth over time of the United States.

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.

[SS.912.A.4.4:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.
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#### Related Access Points

Name	Description
<a href="#">SS.912.A.4.In.d</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.
<a href="#">SS.912.A.4.Su.d</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.
<a href="#">SS.912.A.4.Pa.d</a> :	Recognize that a canal is a man-made waterway for travel.

Examine causes, course, and consequences of United States involvement in World War I.

[SS.912.A.4.5:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.
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#### Related Access Points

Name	Description
<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.

[SS.912.A.4.Su.e:](#) 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.

[SS.912.A.4.Pa.e:](#) Recognize how countries help each other in a war.

[SS.912.A.4.6:](#)

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).

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.4.Pa.f:</a>	Recognize that citizens support their country during a war.

[SS.912.A.4.7:](#)

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

#### Related Access Points

Name	Description
<a href="#">SS.912.A.4.In.g:</a>	Identify impacts of the development of airplanes, battleships, and new weapons during World War I.
<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.
<a href="#">SS.912.A.4.Pa.g:</a>	Recognize types of transportation used in wars.

[SS.912.A.4.8:](#)

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.4.Pa.h:</a>	Recognize people in the armed services.

[SS.912.A.4.9:](#)

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

#### Related Access Points

Name	Description
<a href="#">SS.912.A.4.In.i:</a>	Identify impacts of the war on diverse groups of people in the United States, including dissenters.
<a href="#">SS.912.A.4.Su.i:</a>	Recognize an impact of the war on diverse groups of people in the United States, including dissenters.
<a href="#">SS.912.A.4.Pa.i:</a>	Recognize that some people do not support war.

[SS.912.A.5.1:](#)

Discuss the economic outcomes of demobilization.

#### Related Access Points

Name	Description
<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.
<a href="#">SS.912.A.5.Su.a:</a>	Recognize a result of demobilization, such as the reintegration of soldiers into civilian life.
<a href="#">SS.912.A.5.Pa.a:</a>	Recognize that soldiers return home after a war.

[SS.912.A.5.10:](#)

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.5.Pa.j:</a>	Recognize that groups may fear people who are different.

[SS.912.A.5.11:](#)

Examine causes, course, and consequences of the Great Depression and the New Deal.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.5.Pa.k:</a>	Recognize that people struggle to meet their needs when they don't have enough money.

Examine key events and people in Florida history as they relate to United States history.

[SS.912.A.5.12:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.5.Pa.l:</a>	Recognize an important development in Florida, such as air conditioning.

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

[SS.912.A.5.2:](#)

**Remarks/Examples:**

Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

**Related Access Points**

Name	Description
<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.
<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 workers, laws limiting immigration, or racial unrest.
<a href="#">SS.912.A.5.Pa.b:</a>	Recognize behaviors that result from fears.

Examine the impact of United States foreign economic policy during the 1920s.

[SS.912.A.5.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.5.In.c:</a>	Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.
<a href="#">SS.912.A.5.Su.c:</a>	Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.
<a href="#">SS.912.A.5.Pa.c:</a>	Recognize that the government makes rules about taxes and spending.

[SS.912.A.5.4:](#)

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.5.Pa.d:</a>	Recognize that when people have more money, they can buy more goods.

Describe efforts by the United States and other world powers to avoid future wars.

[SS.912.A.5.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.A.5.Su.e:</a>	Recognize that the League of Nations was formed to prevent wars.
<a href="#">SS.912.A.5.Pa.e:</a>	Recognize that countries want to prevent wars.

[SS.912.A.5.6:](#)

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.5.Pa.f:</a>	Recognize the influences of groups with different beliefs.

[SS.912.A.5.7:](#)

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.5.Pa.g:</a>	Recognize that people in the same ethnic group may feel a sense of community.

[SS.912.A.5.8:](#)

Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.5.Pa.h:</a>	Recognize that people in the same ethnic group may feel a sense of community.

[SS.912.A.5.9:](#)

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

<b>Remarks/Examples:</b> Examples may include, but are not limited to, 100 Percent Americanism.
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#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.5.Pa.i:</a>	Recognize that groups may fear people who are different.

Examine causes, course, and consequences of World War II on the United States and the world.

[SS.912.A.6.1:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
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#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.6.Pa.a:</a>	Recognize that the United States fought in a war.

[SS.912.A.6.10:](#)

Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.6.Pa.j:</a>	Recognize that countries help each other to prevent wars.

[SS.912.A.6.11:](#)

Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

#### Related Access Points

Name	Description
<a href="#">SS.912.A.6.In.k:</a>	Identify concerns about the spread of nuclear technology in the United States and the world.
<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.
<a href="#">SS.912.A.6.Pa.k:</a>	Recognize that countries make agreements to prevent war.

Examine causes, course, and consequences of the Korean War.

[SS.912.A.6.12:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas MacArthur.
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#### Related Access Points

Name	Description
<a href="#">SS.912.A.6.In.l:</a>	Identify a cause and consequence of the Korean War.
<a href="#">SS.912.A.6.Su.l:</a>	Recognize a cause and consequence of the Korean War.
<a href="#">SS.912.A.6.Pa.l:</a>	Recognize that countries help other countries in war.

Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

[SS.912.A.6.13:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.6.Pa.m:</a>	Recognize that the United States is involved with other nations.

Analyze causes, course, and consequences of the Vietnam War.

[SS.912.A.6.14:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.6.In.n:</a>	Identify causes and results of the Vietnam War.
<a href="#">SS.912.A.6.Su.n:</a>	Recognize a cause and result of the Vietnam War.
<a href="#">SS.912.A.6.Pa.n:</a>	Recognize that countries help other countries in war.

Examine key events and peoples in Florida history as they relate to United States history.

[SS.912.A.6.15:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.6.Pa.o:</a>	Recognize a development in Florida, such as the space program.

[SS.912.A.6.2:](#)

Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.6.Pa.b:</a>	Recognize that a country can provide aid to other countries (allies) during a war.

[SS.912.A.6.3:](#)

Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.6.In.c:</a>	Identify the impact of the Holocaust during World War II on Jews and other groups.
<a href="#">SS.912.A.6.Su.c:</a>	Recognize an impact of the Holocaust during World War II on Jews and other groups.
<a href="#">SS.912.A.6.Pa.c:</a>	Recognize that groups may be treated badly because they are different.

Examine efforts to expand or contract rights for various populations during World War II.

[SS.912.A.6.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.6.In.d:</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.
<a href="#">SS.912.A.6.Su.d:</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.
<a href="#">SS.912.A.6.Pa.d:</a>	Recognize that groups may be treated differently during a war.

Explain the impact of World War II on domestic government policy.

[SS.912.A.6.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.6.Pa.e:</a>	Recognize that war causes changes in home life.

[SS.912.A.6.6:](#)

Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.6.Pa.f:</a>	Recognize that countries may take drastic measures to end a war.

[SS.912.A.6.7:](#)

Describe the attempts to promote international justice through the Nuremberg Trials.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.6.In.g:</a>	Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).
<a href="#">SS.912.A.6.Su.g:</a>	Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).
<a href="#">SS.912.A.6.Pa.g:</a>	Recognize that people who commit war crimes may have a trial.

Analyze the effects of the Red Scare on domestic United States policy.

[SS.912.A.6.8:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.6.Pa.h:</a>	Recognize loyalty to one's country.

Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

[SS.912.A.6.9:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the Declaration of Human Rights.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.6.In.i:</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.
<a href="#">SS.912.A.6.Su.i:</a>	Recognize a peacekeeping role of the United Nations.
<a href="#">SS.912.A.6.Pa.i:</a>	Recognize that countries work together in the United Nations.

Identify causes for Post-World War II prosperity and its effects on American society.

[SS.912.A.7.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.7.Pa.a:</a>	Recognize a characteristic of post-World War II, such as suburbs and modern appliances.

Analyze the significance of Vietnam and Watergate on the government and people of the United States.

[SS.912.A.7.10:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances, New York Times v. Nixon.

### Related Access Points

Name	Description
<a href="#">SS.912.A.7.In.j:</a>	Identify the impact of the Vietnam War and Watergate on the United States.
<a href="#">SS.912.A.7.Su.j:</a>	Recognize an impact of the Vietnam War and Watergate on the United States.
<a href="#">SS.912.A.7.Pa.j:</a>	Recognize an impact of war on people.

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

[SS.912.A.7.11:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.7.Pa.k:</a>	Recognize that the United States has interests in other countries.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

[SS.912.A.7.12:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

### Related Access Points

Name	Description
<a href="#">SS.912.A.7.In.l:</a>	Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.
<a href="#">SS.912.A.7.Su.l:</a>	Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s.
<a href="#">SS.912.A.7.Pa.l:</a>	Recognize a social or economic concern of people.

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.

[SS.912.A.7.13:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

### Related Access Points

Name	Description
<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.
<a href="#">SS.912.A.7.Su.m:</a>	Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing.
<a href="#">SS.912.A.7.Pa.m:</a>	Recognize a social program of the government.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

[SS.912.A.7.14:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, NAFTA, World Trade Organization.

### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.7.Pa.n:</a>	Recognize a product produced in another country.

Analyze the effects of foreign and domestic terrorism on the American people.

[SS.912.A.7.15:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.7.Pa.o:</a>	Recognize an act of terrorism, such as September 11, 2001.

[SS.912.A.7.16:](#)

Examine changes in immigration policy and attitudes toward immigration since 1950.

### Related Access Points

Name	Description
<a href="#">SS.912.A.7.In.p:</a>	Identify ways that immigration policy and attitudes have changed since 1950.

[SS.912.A.7.Su.p:](#) Recognize that immigration policy and attitudes have changed since 1950.

[SS.912.A.7.Pa.p:](#) Recognize that people immigrate to this country.

Examine key events and key people in Florida history as they relate to United States history.

[SS.912.A.7.17:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.7.In.g:</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.
<a href="#">SS.912.A.7.Su.g:</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.
<a href="#">SS.912.A.7.Pa.g:</a>	Recognize a key event in Florida, such as construction of Disney World.

[SS.912.A.7.2:](#)

Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.7.Pa.b:</a>	Recognize that different groups of people may be rich or poor.

Examine the changing status of women in the United States from post-World War II to present.

[SS.912.A.7.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.7.In.c:</a>	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.
<a href="#">SS.912.A.7.Su.c:</a>	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.
<a href="#">SS.912.A.7.Pa.c:</a>	Recognize a role of women, such as working outside the home.

Evaluate the success of 1960s era presidents' foreign and domestic policies.

[SS.912.A.7.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

**Related Access Points**

Name	Description
<a href="#">SS.912.A.7.In.d:</a>	Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society.
<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.
<a href="#">SS.912.A.7.Pa.d:</a>	Recognize a government program that helps people.

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

[SS.912.A.7.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.7.Pa.e:</a>	Recognize that people act in violent and nonviolent ways to bring about change.

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

[SS.912.A.7.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.A.7.Pa.f:</a>	Recognize that people act in violent and nonviolent ways to bring about change.

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

[SS.912.A.7.7:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.
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#### Related Access Points

Name	Description
<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 the March on Washington.
<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.
<a href="#">SS.912.A.7.Pa.g:</a>	Recognize that people act in violent and nonviolent ways to bring about change.

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

[SS.912.A.7.8:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].
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#### Related Access Points

Name	Description
<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).
<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).
<a href="#">SS.912.A.7.Pa.h:</a>	Recognize that Supreme Court cases have important outcomes that affect all citizens.

[SS.912.A.7.9:](#)

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

#### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.A.7.Pa.i:</a>	Recognize that people work together for positive change.

[SS.912.G.1.2:](#)

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

#### Related Access Points

Name	Description
<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.
<a href="#">SS.912.G.1.Su.b:</a>	Use spatial perspective and appropriate geographic terms and tools to identify information about a location.
<a href="#">SS.912.G.1.Pa.b:</a>	Associate terms used by geographers with places, people, or the environment.

[SS.912.G.1.3:](#)

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

#### Related Access Points

Name	Description
<a href="#">SS.912.G.1.In.c:</a>	Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems.
<a href="#">SS.912.G.1.Su.c:</a>	Use applicable units of measurement to identify the distance between two places on a map to solve simple problems.
<a href="#">SS.912.G.1.Pa.c:</a>	Use positional words to identify a relative location on a map.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

[SS.912.G.2.1:](#)

<b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
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**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.G.2.Pa.a:</a>	Recognize the effect of a physical characteristic of a place on people.

[SS.912.G.4.2:](#) Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

**Related Access Points**

Name	Description
<a href="#">SS.912.G.4.In.b:</a>	Use geographic terms and tools to describe the push/pull factors contributing to human migration.
<a href="#">SS.912.G.4.Su.b:</a>	Use geographic terms and tools to identify the push/pull factors contributing to human migration.
<a href="#">SS.912.G.4.Pa.b:</a>	Recognize a cause of migration.

[SS.912.G.4.3:](#) Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**Related Access Points**

Name	Description
<a href="#">SS.912.G.4.In.c:</a>	Use geographic terms and tools to examine effects of migration on the place of origin and destination.
<a href="#">SS.912.G.4.Su.c:</a>	Use geographic terms and tools to identify an effect of migration on the place of origin and destination.
<a href="#">SS.912.G.4.Pa.c:</a>	Recognize an effect of migration.

[SS.912.H.1.1:](#) Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

<b>Remarks/Examples:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
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**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.H.1.Pa.a:</a>	Recognize a characteristic of a work in the arts from a time period.

[SS.912.H.1.3:](#) Relate works in the arts to various cultures.

<b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
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**Related Access Points**

Name	Description
<a href="#">SS.912.H.1.In.c:</a>	Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern.
<a href="#">SS.912.H.1.Su.c:</a>	Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern.
<a href="#">SS.912.H.1.Pa.c:</a>	Recognize a characteristic of a work in the arts from a time period.

[SS.912.H.1.5:](#) Examine artistic response to social issues and new ideas in various cultures.

<b>Remarks/Examples:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
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**Related Access Points**

Name	Description
<a href="#">SS.912.H.1.In.e:</a>	Identify ways historical events, social 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.
<a href="#">SS.912.H.1.Su.e:</a>	Recognize that works of art reflect events, cultures, or government.
<a href="#">SS.912.H.1.Pa.e:</a>	Recognize a characteristic of a work in the arts from a time period.

[SS.912.H.3.1:](#) Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.H.3.Pa.a:</a>	Recognize that communication helps spread ideas to other cultures.

There are more than 304 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12924>



# Access World History (#7921027)

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<b>Course Number:</b> 7921027	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> ACCESS WORLD HISTORY
<b>Number of Credits:</b> Multiple Credit (more than 1 credit)	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core	<b>Class Size?</b> Yes
<b>Course Status:</b> Draft - Course Pending Approval	<b>Grade Level(s) Version:</b> 9,10,11,12
<b>Keywords:</b> access world history, world history	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes
<b>Grade Level(s):</b> 9, 10, 11, 12	
<b>NCLB?</b> Yes	

## GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<b>Related Access Points</b>	
Name	Description
<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.
<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.
<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.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker’s point of view or purpose in a text.
<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker’s point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a:</a>	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.1:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.1.2:](#)

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#) Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#) Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#) Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#) Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#) Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[SS.912.G.1.1:](#) Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

**Related Access Points**

Name	Description
<a href="#">SS.912.G.1.In.a:</a>	Create maps using technology to show physical and cultural attributes of a major world region.
<a href="#">SS.912.G.1.Su.a:</a>	Create maps using technology to show physical or cultural attributes of a region.
<a href="#">SS.912.G.1.Pa.a:</a>	Use technology to complete a map to show a physical or cultural attribute of a location.

[SS.912.G.1.2:](#) Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

**Related Access Points**

Name	Description
<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.
<a href="#">SS.912.G.1.Su.b:</a>	Use spatial perspective and appropriate geographic terms and tools to identify information about a location.
<a href="#">SS.912.G.1.Pa.b:</a>	Associate terms used by geographers with places, people, or the environment.

[SS.912.G.1.3:](#) Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**Related Access Points**

Name	Description
<a href="#">SS.912.G.1.In.c:</a>	Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems.
<a href="#">SS.912.G.1.Su.c:</a>	Use applicable units of measurement to identify the distance between two places on a map to solve simple problems.
<a href="#">SS.912.G.1.Pa.c:</a>	Use positional words to identify a relative location on a map.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

[SS.912.G.2.1:](#)

<b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
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### Related Access Points

Name	Description
<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.
<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.
<a href="#">SS.912.G.2.Pa.a:</a>	Recognize the effect of a physical characteristic of a place on people.

[SS.912.G.2.2:](#)

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

### Related Access Points

Name	Description
<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.
<a href="#">SS.912.G.2.Su.b:</a>	Recognize a factor that contributes to differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.Pa.b:</a>	Recognize a characteristic of development.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

[SS.912.G.2.3:](#)

<b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.
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### Related Access Points

Name	Description
<a href="#">SS.912.G.2.In.c:</a>	Use geographic terms and tools to describe areas of the world that have experienced critical economic or physical changes, such as desertification, global warming, or natural disasters.
<a href="#">SS.912.G.2.Su.c:</a>	Use geographic tools to identify areas in the world that have experienced a critical economic or physical change, such as desertification, global warming, or natural disasters.
<a href="#">SS.912.G.2.Pa.c:</a>	Recognize a change in a place due to a natural disaster or other event in the world.

[SS.912.G.4.1:](#)

Interpret population growth and other demographic data for any given place.

### Related Access Points

Name	Description
<a href="#">SS.912.G.4.In.a:</a>	Identify changes in population for selected places.
<a href="#">SS.912.G.4.Su.a:</a>	Recognize changes in population for selected places.
<a href="#">SS.912.G.4.Pa.a:</a>	Recognize that change is a characteristic of population.

[SS.912.G.4.2:](#)

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

### Related Access Points

Name	Description
<a href="#">SS.912.G.4.In.b:</a>	Use geographic terms and tools to describe the push/pull factors contributing to human migration.
<a href="#">SS.912.G.4.Su.b:</a>	Use geographic terms and tools to identify the push/pull factors contributing to human migration.
<a href="#">SS.912.G.4.Pa.b:</a>	Recognize a cause of migration.

[SS.912.G.4.3:](#)

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

### Related Access Points

Name	Description
<a href="#">SS.912.G.4.In.c:</a>	Use geographic terms and tools to examine effects of migration on the place of origin and destination.
<a href="#">SS.912.G.4.Su.c:</a>	Use geographic terms and tools to identify an effect of migration on the place of origin and destination.
<a href="#">SS.912.G.4.Pa.c:</a>	Recognize an effect of migration.

[SS.912.G.4.7:](#)

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

### Related Access Points

Name	Description
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[SS.912.G.4.In.g:](#) Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.  
[SS.912.G.4.Su.g:](#) Use geographic terms and tools to recognize characteristics of cultural diffusion throughout selected places, regions, and the world.  
[SS.912.G.4.Pa.g:](#) Use a geographic term, such as movement, to recognize a change in the population of a place.

[SS.912.G.4.9:](#)

Use political maps to describe the change in boundaries and governments within continents over time.

**Related Access Points**

Name	Description
<a href="#">SS.912.G.4.In.i:</a>	Use political maps to identify changes in boundaries or governments within a continent.
<a href="#">SS.912.G.4.Su.i:</a>	Use political maps to recognize changes in boundaries or governments within a continent.
<a href="#">SS.912.G.4.Pa.i:</a>	Use maps to recognize changes in boundaries.

Relate works in the arts to various cultures.

[SS.912.H.1.3:](#)

**Remarks/Examples:**  
 Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

**Related Access Points**

Name	Description
<a href="#">SS.912.H.1.In.c:</a>	Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern.
<a href="#">SS.912.H.1.Su.c:</a>	Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern.
<a href="#">SS.912.H.1.Pa.c:</a>	Recognize a characteristic of a work in the arts from a time period.

[SS.912.H.3.1:](#)

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**Related Access Points**

Name	Description
<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.
<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.
<a href="#">SS.912.H.3.Pa.a:</a>	Recognize that communication helps spread ideas to other cultures.

[SS.912.W.1.1:](#)

Use timelines to establish cause and effect relationships of historical events.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.1.In.a:</a>	Use a timeline to show the relationship of historical events.
<a href="#">SS.912.W.1.Su.a:</a>	Use a simple timeline to identify the relationship of historical events.
<a href="#">SS.912.W.1.Pa.a:</a>	Use a simple pictorial timeline to recognize a sequence of events.

Compare time measurement systems used by different cultures.

[SS.912.W.1.2:](#)

**Remarks/Examples:**  
 Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.1.In.b:</a>	Identify terms of time sequence, such as decade, century, and era.
<a href="#">SS.912.W.1.Su.b:</a>	Recognize terms of time sequence, such as decade and century.
<a href="#">SS.912.W.1.Pa.b:</a>	Recognize terms that relate to time, such as day, week, month, and year.

Interpret and evaluate primary and secondary sources.

[SS.912.W.1.3:](#)

**Remarks/Examples:**  
 Examples are artifacts, images, auditory and written sources.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.1.In.c:</a>	Examine and describe information in primary and secondary sources, such as artifacts, images, and auditory and written sources.
<a href="#">SS.912.W.1.Su.c:</a>	Identify information in a primary and secondary source, such as artifacts, images, and auditory and written sources.
<a href="#">SS.912.W.1.Pa.c:</a>	Recognize sources of information, such as artifacts, images, and auditory and written sources.

Explain how historians use historical inquiry and other sciences to understand the past.

[SS.912.W.1.4:](#)

**Remarks/Examples:**  
 Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.1.In.d:</a>	Identify basic uses of historical inquiry and the relation to geography, economics, and civics.

<a href="#">SS.912.W.1.Su.d:</a>	Recognize a use of historical inquiry and the relation to geography, economics, and civics.
<a href="#">SS.912.W.1.Pa.d:</a>	Recognize sources of information, such as artifacts, images, and auditory and written sources.

[SS.912.W.1.5:](#) Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**Related Access Points**

Name	Description
<a href="#">SS.912.W.1.In.e:</a>	Recognize differences in interpretations of historians about events.
<a href="#">SS.912.W.1.Su.e:</a>	Recognize that interpretations of historians may differ.
<a href="#">SS.912.W.1.Pa.e:</a>	Recognize sources of information, such as artifacts, images, and auditory and written sources.

Evaluate the role of history in shaping identity and character.

[SS.912.W.1.6:](#)

**Remarks/Examples:**  
Examples are ethnic, cultural, personal, national, religious.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.1.In.f:</a>	Identify the role of history in shaping the identity of culture and character.
<a href="#">SS.912.W.1.Su.f:</a>	Recognize the role of history in shaping the identity of culture and character.
<a href="#">SS.912.W.1.Pa.f:</a>	Recognize a characteristic of cultural identity.

[SS.912.W.2.1:](#) Locate the extent of Byzantine territory at the height of the empire.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.a:</a>	Identify the extent of Byzantine territory.
<a href="#">SS.912.W.2.Su.a:</a>	Recognize the extent of Byzantine territory.
<a href="#">SS.912.W.2.Pa.a:</a>	Recognize that there were civilizations in different parts of the world.

[SS.912.W.2.10:](#)

Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.j:</a>	Identify the social rankings in medieval society and the role feudalism played in Western Civilization.
<a href="#">SS.912.W.2.Su.j:</a>	Recognize a feature of Western Civilization that came from medieval times, such as a social class system or private property.
<a href="#">SS.912.W.2.Pa.j:</a>	Recognize a contribution of medieval civilizations.

[SS.912.W.2.11:](#)

Describe the rise and achievements of significant rulers in medieval Europe.

**Remarks/Examples:**  
Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.k:</a>	Identify the achievements under the leadership of Charlemagne, such as religious reform, establishment of courts, and cultural revival.
<a href="#">SS.912.W.2.Su.k:</a>	Recognize an achievement under the leadership of Charlemagne, such as religious reform, establishment of courts, or cultural revival.
<a href="#">SS.912.W.2.Pa.k:</a>	Recognize a positive consequence of change in civilization.

[SS.912.W.2.12:](#)

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.l:</a>	Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.
<a href="#">SS.912.W.2.Su.l:</a>	Recognize a way Christian monasteries and convents helped the people through education and charity.
<a href="#">SS.912.W.2.Pa.l:</a>	Recognize a social support provided by religious organizations.

[SS.912.W.2.13:](#)

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.m:</a>	Identify the major influences in Western Civilization that fostered cultural unity.
<a href="#">SS.912.W.2.Su.m:</a>	Recognize that Western Civilization was influenced by many cultures.
<a href="#">SS.912.W.2.Pa.m:</a>	Recognize that people in different cultures can join together.

[SS.912.W.2.14:](#)

Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.n:</a>	Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.
<a href="#">SS.912.W.2.Su.n:</a>	Recognize a difficulty experienced by Western Europe in the 1300s, such as the Great Famine or Black Death.
<a href="#">SS.912.W.2.Pa.n:</a>	Recognize that disease or war can destroy a civilization.

Determine the factors that contributed to the growth of a modern economy.

[SS.912.W.2.15:](#)

<b>Remarks/Examples:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
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**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.o:</a>	Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities.
<a href="#">SS.912.W.2.Su.o:</a>	Recognize a way the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, or the growth of towns and cities.
<a href="#">SS.912.W.2.Pa.o:</a>	Recognize that an economy involves buying and trading goods.

[SS.912.W.2.16:](#)

Trace the growth and development of a national identity in the countries of England, France, and Spain.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.p:</a>	Identify characteristics of national identity in England, France, and Spain.
<a href="#">SS.912.W.2.Su.p:</a>	Recognize a characteristic of national identity in England, France, and Spain.
<a href="#">SS.912.W.2.Pa.p:</a>	Recognize a characteristic of national identity.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

[SS.912.W.2.17:](#)

<b>Remarks/Examples:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
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**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.q:</a>	Identify figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe.
<a href="#">SS.912.W.2.Su.q:</a>	Recognize an achievement of the medieval period in Western Europe, such as the advancement of education through the universities.
<a href="#">SS.912.W.2.Pa.q:</a>	Recognize important components of culture, such as education.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

[SS.912.W.2.18:](#)

<b>Remarks/Examples:</b> Examples are Magna Carta, parliament, habeas corpus.
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**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.r:</a>	Recognize that developments in medieval English history established important legal principles, such as English Common law, the Magna Carta, habeas corpus, and the development of modern democratic institutions.
<a href="#">SS.912.W.2.Su.r:</a>	Recognize a development in medieval English history that established modern democratic government, such as English Common law or the Magna Carta.
<a href="#">SS.912.W.2.Pa.r:</a>	Recognize that people are governed by laws.

[SS.912.W.2.19:](#)

Describe the impact of Japan's physiography on its economic and political development.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.s:</a>	Identify physical features of Japan that impacted its development.
<a href="#">SS.912.W.2.Su.s:</a>	Recognize selected physical features of Japan that impacted its development.
<a href="#">SS.912.W.2.Pa.s:</a>	Recognize an impact of a physical feature on a location.

[SS.912.W.2.2:](#)

Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.b:</a>	Identify the impact of the establishment of "New Rome" by Constantine the Great with Christianity as the official religion.

[SS.912.W.2.Su.b:](#) Recognize that Constantine the Great established Christianity as the official religion of Constantinople.

[SS.912.W.2.Pa.b:](#) Recognize Christianity as a religion.

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

[SS.912.W.2.20:](#)

**Remarks/Examples:**

Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.t:</a>	Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.
<a href="#">SS.912.W.2.Su.t:</a>	Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military.
<a href="#">SS.912.W.2.Pa.t:</a>	Recognize that civilizations change over time.

[SS.912.W.2.21:](#)

Compare Japanese feudalism with Western European feudalism during the Middle Ages.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.u:</a>	Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.
<a href="#">SS.912.W.2.Su.u:</a>	Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military.
<a href="#">SS.912.W.2.Pa.u:</a>	Recognize that civilizations change over time.

[SS.912.W.2.22:](#)

Describe Japan's cultural and economic relationship to China and Korea.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.v:</a>	Identify an example of Japan's cultural and economic relationship to China and Korea.
<a href="#">SS.912.W.2.Su.v:</a>	Recognize an example of Japan's cultural and economic relationship to China and Korea.
<a href="#">SS.912.W.2.Pa.v:</a>	Recognize that people in different cultures share customs and practices.

[SS.912.W.2.3:](#)

Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.c:</a>	Identify similarities and differences of the Byzantine Empire and Roman Empire.
<a href="#">SS.912.W.2.Su.c:</a>	Recognize a similarity and difference of the Byzantine Empire and Roman Empire.
<a href="#">SS.912.W.2.Pa.c:</a>	Recognize a characteristic of empires.

[SS.912.W.2.4:](#)

Identify key figures associated with the Byzantine Empire.

**Remarks/Examples:**

Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.d:</a>	Recognize a key figure from the Byzantine Empire, such as the emperor, Justinian the Great.
<a href="#">SS.912.W.2.Su.d:</a>	Associate a key figure, such as Justinian the Great, with the Byzantine Empire.
<a href="#">SS.912.W.2.Pa.d:</a>	Recognize a characteristic of empires.

[SS.912.W.2.5:](#)

Explain the contributions of the Byzantine Empire.

**Remarks/Examples:**

Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.2.In.e:</a>	Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).
<a href="#">SS.912.W.2.Su.e:</a>	Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).
<a href="#">SS.912.W.2.Pa.e:</a>	Recognize a contribution of medieval civilizations.

[SS.912.W.2.6:](#)

Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

**Related Access Points**

Name	Description
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<a href="#">SS.912.W.2.In.f:</a>	Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).
<a href="#">SS.912.W.2.Su.f:</a>	Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).
<a href="#">SS.912.W.2.Pa.f:</a>	Recognize a contribution of medieval civilizations.

[SS.912.W.2.7:](#)

Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.2.In.g:</a>	Recognize causes of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.
<a href="#">SS.912.W.2.Su.g:</a>	Recognize a cause of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.
<a href="#">SS.912.W.2.Pa.g:</a>	Recognize that disease or war can destroy a civilization.

[SS.912.W.2.8:](#)

Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.2.In.h:</a>	Identify that the Ottoman Turks conquered the Byzantine Empire and the Ottoman Empire grew.
<a href="#">SS.912.W.2.Su.h:</a>	Recognize that the Ottoman Turks conquered the Byzantine Empire.
<a href="#">SS.912.W.2.Pa.h:</a>	Recognize that countries fight to take control of other countries.

[SS.912.W.2.9:](#)

Analyze the impact of the collapse of the Western Roman Empire on Europe.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.2.In.i:</a>	Identify the changes that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, and the breakup into barbarian states.
<a href="#">SS.912.W.2.Su.i:</a>	Recognize a change that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, or the breakup into barbarian states.
<a href="#">SS.912.W.2.Pa.i:</a>	Recognize a negative consequence of change in civilization.

[SS.912.W.3.1:](#)

Discuss significant people and beliefs associated with Islam.

<b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
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#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.a:</a>	Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.
<a href="#">SS.912.W.3.Su.a:</a>	Recognize a significant person or belief associated with Islam, such as Muhammad or Islamic law.
<a href="#">SS.912.W.3.Pa.a:</a>	Recognize that religion influences culture.

[SS.912.W.3.10:](#)

Identify key significant economic, political, and social characteristics of Ghana.

<b>Remarks/Examples:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
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#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.j:</a>	Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery.
<a href="#">SS.912.W.3.Su.j:</a>	Recognize a characteristic of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, or slavery.
<a href="#">SS.912.W.3.Pa.j:</a>	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

[SS.912.W.3.11:](#)

Identify key figures and significant economic, political, and social characteristics associated with Mali.

<b>Remarks/Examples:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
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#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.k:</a>	Recognize significant characteristics of Mali, such as gold mining, salt trade, and slavery.
<a href="#">SS.912.W.3.Su.k:</a>	Recognize a characteristic of Mali, such as gold mining, salt trade, or slavery.
<a href="#">SS.912.W.3.Pa.k:</a>	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

[SS.912.W.3.12:](#)

Identify key figures and significant economic, political, and social characteristics associated with Songhai.

<b>Remarks/Examples:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional
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army, provincial political structure.

### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.l:</a>	Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure.
<a href="#">SS.912.W.3.Su.l:</a>	Recognize a characteristic associated with Songhai, such as gold, salt trade, Sankore University, or provincial political structure.
<a href="#">SS.912.W.3.Pa.l:</a>	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

[SS.912.W.3.13:](#) Compare economic, political, and social developments in East, West, and South Africa.

### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.m:</a>	Recognize major characteristics of developments in East, West, and South Africa.
<a href="#">SS.912.W.3.Su.m:</a>	Recognize a major characteristic of developments in East, West, and South Africa.
<a href="#">SS.912.W.3.Pa.m:</a>	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.

[SS.912.W.3.14:](#)

**Remarks/Examples:**  
Examples are disruption of trade, internal political struggles, Islamic invasions.

### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.n:</a>	Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.
<a href="#">SS.912.W.3.Su.n:</a>	Recognize a factor that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade or internal political struggles.
<a href="#">SS.912.W.3.Pa.n:</a>	Recognize change of leadership over time.

[SS.912.W.3.15:](#) Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.o:</a>	Identify legacies—such as religion, astronomy, and architecture—of the Olmec, Zapotec, and Chavin on later civilizations.
<a href="#">SS.912.W.3.Su.o:</a>	Recognize a legacy—such as religion, astronomy, or architecture—of the Olmec, Zapotec, or Chavin on later civilizations.
<a href="#">SS.912.W.3.Pa.o:</a>	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

Locate major civilizations of Mesoamerica and Andean South America.

[SS.912.W.3.16:](#)

**Remarks/Examples:**  
Examples are Maya, Aztec, Inca.

### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.p:</a>	Recognize major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec, and Inca.
<a href="#">SS.912.W.3.Su.p:</a>	Recognize a major civilization of Mesoamerica and Andean South America.
<a href="#">SS.912.W.3.Pa.p:</a>	Recognize that there were civilizations in different parts of the world.

Describe the roles of people in the Maya, Inca, and Aztec societies.

[SS.912.W.3.17:](#)

**Remarks/Examples:**  
Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.q:</a>	Recognize the roles of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, and slavery.
<a href="#">SS.912.W.3.Su.q:</a>	Recognize a role of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, or slavery.
<a href="#">SS.912.W.3.Pa.q:</a>	Recognize different roles of people.

Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

[SS.912.W.3.18:](#)

**Remarks/Examples:**  
Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.r:</a>	Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.

[SS.912.W.3.Su.r.](#) Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.

[SS.912.W.3.Pa.r.](#) Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

[SS.912.W.3.19:](#) Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.s:</a>	Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.
<a href="#">SS.912.W.3.Su.s:</a>	Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.
<a href="#">SS.912.W.3.Pa.s:</a>	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

[SS.912.W.3.2:](#) Compare the major beliefs and principles of Judaism, Christianity, and Islam.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.b:</a>	Identify major differences in beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.Su.b:</a>	Recognize a difference in beliefs or principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.Pa.b:</a>	Recognize that there is more than one religion.

[SS.912.W.3.3:](#) Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.c:</a>	Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam.
<a href="#">SS.912.W.3.Su.c:</a>	Recognize an effect of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the spread of Islam.
<a href="#">SS.912.W.3.Pa.c:</a>	Recognize that religion influences culture.

[SS.912.W.3.4:](#) Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.d:</a>	Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India.
<a href="#">SS.912.W.3.Su.d:</a>	Recognize a factor that led to the expansion of Islam into India, such as traders, missionary activities, invasions, or the introduction of Islamic faith to Hindus in India.
<a href="#">SS.912.W.3.Pa.d:</a>	Recognize that religion influences culture.

Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

[SS.912.W.3.5:](#)

#### Remarks/Examples:

Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.e:</a>	Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).
<a href="#">SS.912.W.3.Su.e:</a>	Recognize that achievements in the Islamic Golden Age included advancements in many areas of learning.
<a href="#">SS.912.W.3.Pa.e:</a>	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

Describe key economic, political, and social developments in Islamic history.

[SS.912.W.3.6:](#)

#### Remarks/Examples:

Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.f:</a>	Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, and the importance of slave trade.
<a href="#">SS.912.W.3.Su.f:</a>	Recognize a key development in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, or the importance of slave trade.
<a href="#">SS.912.W.3.Pa.f:</a>	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

[SS.912.W.3.7:](#)

#### Remarks/Examples:

Examples are Crusades, Reconquista.

### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.g:</a>	Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.
<a href="#">SS.912.W.3.Su.g:</a>	Recognize that the Crusades were a key European response to Islamic expansion.
<a href="#">SS.912.W.3.Pa.g:</a>	Recognize people fight for their religious beliefs.

Identify important figures associated with the Crusades.

[SS.912.W.3.8:](#)

<b>Remarks/Examples:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
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### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.h:</a>	Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.
<a href="#">SS.912.W.3.Su.h:</a>	Recognize that the Crusades were a key European response to Islamic expansion.
<a href="#">SS.912.W.3.Pa.h:</a>	Recognize people fight for their religious beliefs.

Trace the growth of major sub-Saharan African kingdoms and empires.

[SS.912.W.3.9:](#)

<b>Remarks/Examples:</b> Examples are Ghana, Mali, Songhai.
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### Related Access Points

Name	Description
<a href="#">SS.912.W.3.In.i:</a>	Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai.
<a href="#">SS.912.W.3.Su.i:</a>	Recognize the growth of sub-Saharan African kingdoms and empires.
<a href="#">SS.912.W.3.Pa.i:</a>	Recognize change of leadership over time.

[SS.912.W.4.1:](#)

Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.a:</a>	Recognize that Italian city-states had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.
<a href="#">SS.912.W.4.Su.a:</a>	Recognize that Italian city-states grew wealthy through trade and cultural diversity.
<a href="#">SS.912.W.4.Pa.a:</a>	Recognize that trade is a characteristic of society.

Identify the major contributions of individuals associated with the Scientific Revolution.

[SS.912.W.4.10:](#)

<b>Remarks/Examples:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
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### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.j:</a>	Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.
<a href="#">SS.912.W.4.Su.j:</a>	Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.
<a href="#">SS.912.W.4.Pa.j:</a>	Recognize the impact of science on civilization.

[SS.912.W.4.11:](#)

Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.k:</a>	Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade.
<a href="#">SS.912.W.4.Su.k:</a>	Recognize why explorers came to the New World, such as to find routes for trade.
<a href="#">SS.912.W.4.Pa.k:</a>	Recognize a cause for exploration.

[SS.912.W.4.12:](#)

Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.l:</a>	Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.
<a href="#">SS.912.W.4.Su.l:</a>	Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas.
<a href="#">SS.912.W.4.Pa.l:</a>	Recognize a cause for exchange of goods.

[SS.912.W.4.13:](#)

Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.m:</a>	Recognize ways the economic and political systems of European countries were used in the Americas.
<a href="#">SS.912.W.4.Su.m:</a>	Recognize that European countries influenced the economic or political systems in the Americas.
<a href="#">SS.912.W.4.Pa.m:</a>	Recognize that people value traditional ways of life.

[SS.912.W.4.14:](#) Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.n:</a>	Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.
<a href="#">SS.912.W.4.Su.n:</a>	Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.
<a href="#">SS.912.W.4.Pa.n:</a>	Recognize that slaves did not have freedom.

[SS.912.W.4.15:](#) Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.o:</a>	Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.
<a href="#">SS.912.W.4.Su.o:</a>	Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.
<a href="#">SS.912.W.4.Pa.o:</a>	Recognize that slaves did not have freedom.

[SS.912.W.4.2:](#) Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.b:</a>	Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.
<a href="#">SS.912.W.4.Su.b:</a>	Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies.
<a href="#">SS.912.W.4.Pa.b:</a>	Recognize that architecture is a characteristic of society.

Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

[SS.912.W.4.3:](#)

**Remarks/Examples:**  
Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.c:</a>	Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.
<a href="#">SS.912.W.4.Su.c:</a>	Recognize a development of the Renaissance, such as the work of artists, like Michelangelo and da Vinci; writers, like Shakespeare; or inventors, like Gutenberg.
<a href="#">SS.912.W.4.Pa.c:</a>	Recognize that art is a characteristic of society.

Identify characteristics of Renaissance humanism in works of art.

[SS.912.W.4.4:](#)

**Remarks/Examples:**  
Examples are influence of classics, School of Athens.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.d:</a>	Recognize characteristics of Renaissance humanism in literature and the arts.
<a href="#">SS.912.W.4.Su.d:</a>	Recognize that works of art reflect the culture and values of their society.
<a href="#">SS.912.W.4.Pa.d:</a>	Recognize that art is a characteristic of society.

[SS.912.W.4.5:](#) Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.e:</a>	Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.
<a href="#">SS.912.W.4.Su.e:</a>	Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.
<a href="#">SS.912.W.4.Pa.e:</a>	Recognize the impact of science on civilization.

[SS.912.W.4.6:](#) Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

#### Related Access Points

Name	Description
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<a href="#">SS.912.W.4.In.f:</a>	Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.
<a href="#">SS.912.W.4.Su.f:</a>	Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.
<a href="#">SS.912.W.4.Pa.f:</a>	Recognize the impact of science on civilization.

[SS.912.W.4.7:](#)

Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.g:</a>	Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.
<a href="#">SS.912.W.4.Su.g:</a>	Recognize that reformers challenged the beliefs of the Roman Catholic Church.
<a href="#">SS.912.W.4.Pa.g:</a>	Recognize that people may change their beliefs.

Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

[SS.912.W.4.8:](#)

<b>Remarks/Examples:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
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#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.h:</a>	Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII.
<a href="#">SS.912.W.4.Su.h:</a>	Recognize that reformers challenged the beliefs of the Roman Catholic Church.
<a href="#">SS.912.W.4.Pa.h:</a>	Recognize that people may change their beliefs.

Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

[SS.912.W.4.9:](#)

<b>Remarks/Examples:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
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#### Related Access Points

Name	Description
<a href="#">SS.912.W.4.In.i:</a>	Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.
<a href="#">SS.912.W.4.Su.i:</a>	Recognize that reformers challenged the beliefs of the Roman Catholic Church.
<a href="#">SS.912.W.4.Pa.i:</a>	Recognize that people may change their beliefs.

Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

[SS.912.W.5.1:](#)

#### Related Access Points

Name	Description
<a href="#">SS.912.W.5.In.a:</a>	Identify differences between constitutional monarchies and absolute monarchies in Europe.
<a href="#">SS.912.W.5.Su.a:</a>	Recognize that a constitutional government can limit the powers of a king or queen.
<a href="#">SS.912.W.5.Pa.a:</a>	Recognize a king or queen as a leader.

Identify major causes of the Enlightenment.

[SS.912.W.5.2:](#)

<b>Remarks/Examples:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
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#### Related Access Points

Name	Description
<a href="#">SS.912.W.5.In.b:</a>	Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.
<a href="#">SS.912.W.5.Su.b:</a>	Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation.
<a href="#">SS.912.W.5.Pa.b:</a>	Recognize that leaders can influence people.

[SS.912.W.5.3:](#)

Summarize the major ideas of Enlightenment philosophers.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.5.In.c:</a>	Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.
<a href="#">SS.912.W.5.Su.c:</a>	Recognize a major idea of Enlightenment philosophers, such as the importance of a government or natural rights.
<a href="#">SS.912.W.5.Pa.c:</a>	Recognize that leaders can influence people.

[SS.912.W.5.4:](#)

Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

#### Related Access Points

Name	Description
<a href="#">SS.912.W.5.In.d:</a>	Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.

<a href="#">SS.912.W.5.Su.d:</a>	Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom.
<a href="#">SS.912.W.5.Pa.d:</a>	Recognize an example of equality and freedom.

[SS.912.W.5.5:](#) Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.5.In.e:</a>	Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.
<a href="#">SS.912.W.5.Su.e:</a>	Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom.
<a href="#">SS.912.W.5.Pa.e:</a>	Recognize an example of equality and freedom.

[SS.912.W.5.6:](#) Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.5.In.f:</a>	Recognize effects of the French Revolution, including the rise and rule of Napoleon.
<a href="#">SS.912.W.5.Su.f:</a>	Recognize an effect of the French Revolution.
<a href="#">SS.912.W.5.Pa.f:</a>	Recognize an example of equality and freedom.

[SS.912.W.5.7:](#) Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Overture.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.5.In.g:</a>	Recognize effects of the Latin American and Caribbean independence movements.
<a href="#">SS.912.W.5.Su.g:</a>	Recognize that Latin American and Caribbean countries achieved independence.
<a href="#">SS.912.W.5.Pa.g:</a>	Recognize that people fight for freedom.

[SS.912.W.6.1:](#) Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.6.In.a:</a>	Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan.
<a href="#">SS.912.W.6.Su.a:</a>	Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan.
<a href="#">SS.912.W.6.Pa.a:</a>	Recognize the impact of inventions.

Summarize the social and economic effects of the Industrial Revolution.

[SS.912.W.6.2:](#) **Remarks/Examples:**  
Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.6.In.b:</a>	Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.
<a href="#">SS.912.W.6.Su.b:</a>	Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers.
<a href="#">SS.912.W.6.Pa.b:</a>	Recognize a social or economic benefit of work.

[SS.912.W.6.3:](#) Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.6.In.c:</a>	Recognize the major differences between capitalism and communism.
<a href="#">SS.912.W.6.Su.c:</a>	Recognize that private individuals or government can own businesses.
<a href="#">SS.912.W.6.Pa.c:</a>	Recognize that businesses are owned by people.

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

[SS.912.W.6.4:](#) **Remarks/Examples:**  
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

**Related Access Points**

Name	Description
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<a href="#">SS.912.W.6.In.d:</a>	Recognize effects of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws.
<a href="#">SS.912.W.6.Su.d:</a>	Recognize an effect of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, or labor laws.
<a href="#">SS.912.W.6.Pa.d:</a>	Recognize a characteristic of equality and freedom.

[SS.912.W.6.5:](#) Summarize the causes, key events, and effects of the unification of Italy and Germany.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.6.In.e:</a>	Recognize the effect of the unification of both Italy and Germany, such as the establishment of two countries with strong senses of patriotism and national pride.
<a href="#">SS.912.W.6.Su.e:</a>	Recognize a beneficial effect of the unification of separate nations or states into one country, such as national pride.
<a href="#">SS.912.W.6.Pa.e:</a>	Recognize the benefit of people or countries working together to achieve a goal.

Analyze the causes and effects of imperialism.

[SS.912.W.6.6:](#)

<b>Remarks/Examples:</b> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)
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**Related Access Points**

Name	Description
<a href="#">SS.912.W.6.In.f:</a>	Recognize effects of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.
<a href="#">SS.912.W.6.Su.f:</a>	Recognize an effect of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, or perceived superiority of Western ways.
<a href="#">SS.912.W.6.Pa.f:</a>	Recognize a characteristic of domination of one group over another.

Identify major events in China during the 19th and early 20th centuries related to imperialism.

[SS.912.W.6.7:](#)

<b>Remarks/Examples:</b> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.
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**Related Access Points**

Name	Description
<a href="#">SS.912.W.6.In.g:</a>	Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.
<a href="#">SS.912.W.6.Su.g:</a>	Recognize a major event in China, such as the nationalist revolution and formation of the Republic of China.
<a href="#">SS.912.W.6.Pa.g:</a>	Recognize a cause of change in government.

[SS.912.W.7.1:](#)

Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.a:</a>	Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.
<a href="#">SS.912.W.7.Su.a:</a>	Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances.
<a href="#">SS.912.W.7.Pa.a:</a>	Recognize a reason for forming an alliance.

[SS.912.W.7.10:](#)

Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.j:</a>	Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.
<a href="#">SS.912.W.7.Su.j:</a>	Recognize that the United States dropped atomic bombs on Japan and ended the war.
<a href="#">SS.912.W.7.Pa.j:</a>	Recognize a characteristic of warfare during World War II.

Describe the effects of World War II.

[SS.912.W.7.11:](#)

<b>Remarks/Examples:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
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**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.k:</a>	Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.
<a href="#">SS.912.W.7.Su.k:</a>	Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations.
<a href="#">SS.912.W.7.Pa.k:</a>	Recognize an effect of war.

Describe the changing nature of warfare during World War I.

[SS.912.W.7.2:](#)

**Remarks/Examples:**  
Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.b:</a>	Identify the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.
<a href="#">SS.912.W.7.Su.b:</a>	Recognize the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.
<a href="#">SS.912.W.7.Pa.b:</a>	Recognize a characteristic of warfare during World War I.

Summarize significant effects of World War I.

[SS.912.W.7.3:](#)

**Remarks/Examples:**  
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.c:</a>	Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.
<a href="#">SS.912.W.7.Su.c:</a>	Recognize an effect of World War I, such as the breakup of empires into separate countries.
<a href="#">SS.912.W.7.Pa.c:</a>	Recognize an effect of war.

[SS.912.W.7.4:](#)

Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.d:</a>	Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.
<a href="#">SS.912.W.7.Su.d:</a>	Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty.
<a href="#">SS.912.W.7.Pa.d:</a>	Recognize an effect of economic depression.

[SS.912.W.7.5:](#)

Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.e:</a>	Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain.
<a href="#">SS.912.W.7.Su.e:</a>	Recognize a reason that authoritarian governments came to power in Europe after the depression.
<a href="#">SS.912.W.7.Pa.e:</a>	Recognize an effect of economic depression.

[SS.912.W.7.6:](#)

Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.f:</a>	Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people.
<a href="#">SS.912.W.7.Su.f:</a>	Recognize that some governments used mass terror and restriction of individual rights in order to control their people.
<a href="#">SS.912.W.7.Pa.f:</a>	Recognize an individual right.

[SS.912.W.7.7:](#)

Trace the causes and key events related to World War II.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.g:</a>	Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion.
<a href="#">SS.912.W.7.Su.g:</a>	Recognize a major cause and event of World War II, such as expansion of control of dictators and bombing of Pearl Harbor.
<a href="#">SS.912.W.7.Pa.g:</a>	Recognize a characteristic of world wars.

[SS.912.W.7.8:](#)

Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.h:</a>	Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.
<a href="#">SS.912.W.7.Su.h:</a>	Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims.
<a href="#">SS.912.W.7.Pa.h:</a>	Recognize a characteristic of discrimination.

Identify the wartime strategy and post-war plans of the Allied leaders.

[SS.912.W.7.9:](#)

**Remarks/Examples:**

Examples are Churchill, Roosevelt, Stalin.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.7.In.i:</a>	Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.
<a href="#">SS.912.W.7.Su.i:</a>	Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II.
<a href="#">SS.912.W.7.Pa.i:</a>	Recognize that leaders work together during and after war.

[SS.912.W.8.1:](#)

Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.8.In.a:</a>	Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II.
<a href="#">SS.912.W.8.Su.a:</a>	Recognize that countries aligned with the United States or the Soviet Union after World War II.
<a href="#">SS.912.W.8.Pa.a:</a>	Recognize a characteristic of an alliance.

Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

[SS.912.W.8.10:](#)

**Remarks/Examples:**

Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.8.In.j:</a>	Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War.
<a href="#">SS.912.W.8.Su.j:</a>	Recognize an impact of religious fundamentalism or other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, or the Persian Gulf War.
<a href="#">SS.912.W.8.Pa.j:</a>	Recognize a cause of conflict.

Describe characteristics of the early Cold War.

[SS.912.W.8.2:](#)

**Remarks/Examples:**

Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.8.In.b:</a>	Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain.
<a href="#">SS.912.W.8.Su.b:</a>	Recognize characteristics of the early Cold War, such as fear of communism, formation of alliances, and division of the free world from the communists.
<a href="#">SS.912.W.8.Pa.b:</a>	Recognize a characteristic of an alliance.

Summarize key developments in post-war China.

[SS.912.W.8.3:](#)

**Remarks/Examples:**

Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.8.In.c:</a>	Identify that China became a world power after the communists defeated the nationalists in the Chinese Civil War.
<a href="#">SS.912.W.8.Su.c:</a>	Recognize that China became a world power after the communists took over the government.
<a href="#">SS.912.W.8.Pa.c:</a>	Recognize a result of change in government.

[SS.912.W.8.4:](#)

Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.8.In.d:</a>	Identify effects of the arms race, such as increased weapons and armies.
<a href="#">SS.912.W.8.Su.d:</a>	Recognize effects of the arms race, such as increased weapons and armies.
<a href="#">SS.912.W.8.Pa.d:</a>	Recognize a characteristic of national defense.

Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

[SS.912.W.8.5:](#)

**Remarks/Examples:**

Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

## Related Access Points

Name	Description
<a href="#">SS.912.W.8.In.e:</a>	Recognize factors that led to the fall of communism in the Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.
<a href="#">SS.912.W.8.Su.e:</a>	Recognize a factor that led to the fall of communism in the Soviet Union and Eastern Europe was the resistance by the citizens within the countries.
<a href="#">SS.912.W.8.Pa.e:</a>	Recognize that government can change.

[SS.912.W.8.6:](#)

Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

## Related Access Points

Name	Description
<a href="#">SS.912.W.8.In.f:</a>	Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world.
<a href="#">SS.912.W.8.Su.f:</a>	Recognize a reason why Israel became a country.
<a href="#">SS.912.W.8.Pa.f:</a>	Recognize a characteristic of national independence.

[SS.912.W.8.7:](#)

Compare post-war independence movements in African, Asian, and Caribbean countries.

## Related Access Points

Name	Description
<a href="#">SS.912.W.8.In.g:</a>	Identify post-war independence movements in African, Asian, or Caribbean colonies.
<a href="#">SS.912.W.8.Su.g:</a>	Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.
<a href="#">SS.912.W.8.Pa.g:</a>	Recognize a characteristic of national independence.

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

[SS.912.W.8.8:](#)

### Remarks/Examples:

Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.

## Related Access Points

Name	Description
<a href="#">SS.912.W.8.In.h:</a>	Recognize the goals of nationalist leaders, such as Mahatma Gandhi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.
<a href="#">SS.912.W.8.Su.h:</a>	Recognize a goal of selected nationalist leaders, such as Mahatma Gandhi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.
<a href="#">SS.912.W.8.Pa.h:</a>	Recognize a characteristic of leadership.

[SS.912.W.8.9:](#)

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

## Related Access Points

Name	Description
<a href="#">SS.912.W.8.In.i:</a>	Identify post-war independence movements in African, Asian, or Caribbean colonies.
<a href="#">SS.912.W.8.Su.i:</a>	Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.
<a href="#">SS.912.W.8.Pa.i:</a>	Recognize a characteristic of national independence.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

[SS.912.W.9.1:](#)

### Remarks/Examples:

Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

## Related Access Points

Name	Description
<a href="#">SS.912.W.9.In.a:</a>	Recognize selected major scientists, their important discoveries, and their impact on everyday life.
<a href="#">SS.912.W.9.Su.a:</a>	Recognize a selected major scientist, the important discovery, and the impact on everyday life.
<a href="#">SS.912.W.9.Pa.a:</a>	Recognize an effect of scientific discovery.

Describe the causes and effects of post-World War II economic and demographic changes.

[SS.912.W.9.2:](#)

### Remarks/Examples:

Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.

## Related Access Points

Name	Description
<a href="#">SS.912.W.9.In.b:</a>	Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living.
<a href="#">SS.912.W.9.Su.b:</a>	Recognize an effect of post-World War II economic changes, such as medical and technological advances, increased consumption, or rise in expectations for standards of living.
<a href="#">SS.912.W.9.Pa.b:</a>	Recognize an effect of economic growth.

Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia,

the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

[SS.912.W.9.3:](#)

**Remarks/Examples:**

Examples are prejudice, racism, stereotyping, economic competition.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.9.In.c:</a>	Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.
<a href="#">SS.912.W.9.Su.c:</a>	Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.
<a href="#">SS.912.W.9.Pa.c:</a>	Recognize an effect of discrimination.

Describe the causes and effects of twentieth century nationalist conflicts.

[SS.912.W.9.4:](#)

**Remarks/Examples:**

Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.9.In.d:</a>	Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.
<a href="#">SS.912.W.9.Su.d:</a>	Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.
<a href="#">SS.912.W.9.Pa.d:</a>	Recognize an effect of discrimination.

[SS.912.W.9.5:](#)

Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.9.In.e:</a>	Identify the impacts of the spread of diseases on groups in developing countries.
<a href="#">SS.912.W.9.Su.e:</a>	Recognize the impacts of the spread of diseases on groups in developing countries.
<a href="#">SS.912.W.9.Pa.e:</a>	Recognize that diseases can spread.

[SS.912.W.9.6:](#)

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.9.In.f:</a>	Recognize ways nations participate in global trade and trade agreements with other countries.
<a href="#">SS.912.W.9.Su.f:</a>	Recognize a way a nation participates in global trade and trade agreements with other countries.
<a href="#">SS.912.W.9.Pa.f:</a>	Recognize a characteristic of global trade.

[SS.912.W.9.7:](#)

Describe the impact of and global response to international terrorism.

**Related Access Points**

Name	Description
<a href="#">SS.912.W.9.In.g:</a>	Recognize selected impacts and responses to threats of international terrorism.
<a href="#">SS.912.W.9.Su.g:</a>	Recognize an impact and response to threats of international terrorism.
<a href="#">SS.912.W.9.Pa.g:</a>	Recognize a characteristic of terrorism.

There are more than 331 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12902>



# Fundamental World History (#7921030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7921030

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

**Course Section:** Exceptional Student Education

**Abbreviated Title:** FUND WORLD HISTORY

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

## GENERAL NOTES

**World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### Special Notes: Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

### NEXT GENERATION SUNSHINE STATE STANDARDS

#### SS.912.W - World History

- Standard 1: Utilize historical inquiry skills and analytical processes.
- Standard 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).
- Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.
- Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.
- Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.
- Standard 6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.
- Standard 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.
- Standard 8: Recognize significant events and people from the post World War II and Cold War eras.
- Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.

#### SS.912.G - Geography

- Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.
- Standard 2: Understand physical and cultural characteristics of places.
- Standard 4: Understand the characteristics, distribution, and migration of human populations.

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

<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.SL.1.1:</a>	<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	<b>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b>
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.5.1:</a>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>

There are more than 295 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12928>





# Fundamental United States History (#7921035)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7921035	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> FUND US HISTORY
	<b>Course Length:</b> Year (Y)

## GENERAL NOTES

**United States History (U.S. History) 9-12 Course** – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.**

### Special Notes: Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

### NEXT GENERATION SUNSHINE STATE STANDARDS

#### SS.912.A - American History

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

**SS.912.G - Geography**

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

Standard 2: Understand physical and cultural characteristics of places.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.5.1:</a>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze</p>

graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

There are more than 295 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12929>



# Fundamental Economics with Financial Literacy (#7921042)

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<b>Course Number:</b> 7921042	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> FUND ECONOMICS WITH FIN LIT
<b>Number of Credits:</b> Half credit (.5)	<b>Course Length:</b> Semester (S)
<b>Course Type:</b> Core	
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>Keywords:</b> Fundamental, Economics, Financial, Literacy, ESE, 9-12, special education	
<b>Grade Level(s):</b> 9, 10, 11, 12	<b>Grade Level(s) Version:</b> 9,10,11,12
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### Special Notes: Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>  
English Language Development ELD Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
<a href="#">HE.912.C.2.4:</a>	Remarks/Examples:

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"><li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li><li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li><li>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li></ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"><li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li><li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li><li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>Provide a concluding statement or section that follows from or supports the argument presented.</li></ol>
<a href="#">LAFS.1112.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"><li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li><li>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li></ol>
<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.1112.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.WHST.1.2:</a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MA.912.F.1.1:</a>	Explain the difference between simple and compound interest. <b>Remarks/Examples:</b> Example: Compare the <u>similarities</u> and differences for calculating the final amount of money in your savings account based on simple interest or <u>compound interest</u> .
<a href="#">MA.912.F.3.2:</a>	Analyze credit scores and reports. <b>Remarks/Examples:</b> Example: Explain how each of the following categories affects a credit score: 1) past payment history, 2) amount of debt, 3) public records information, 4) <u>length</u> of credit history, and 5) the number of recent credit inquiries.
<a href="#">MA.912.F.3.3:</a>	Calculate the finance charges and total amount due on a credit card bill. <b>Remarks/Examples:</b> Example: Calculate the finance charge each month and the total amount paid for 5 months if you charged \$500 on your credit card but you can only afford to pay \$100 each month. Your credit card has a monthly periodic finance <u>rate</u> of .688% and an annual finance <u>rate</u> of 8.9%.
<a href="#">MA.912.F.3.4:</a>	Compare the advantages and disadvantages of deferred payments. <b>Remarks/Examples:</b> Example: Compare paying on a college loan between a Stafford loan or a PLUS loan two years after graduation
<a href="#">MA.912.F.3.5:</a>	Calculate deferred payments. <b>Remarks/Examples:</b> Example: You want to buy a sofa that cost \$899. Company A will let you pay \$100 down and then pay the remaining amount over 3 years at 22% interest. Company B will not make you pay a down payment and they will defer payments for one year. However, you will accrue interest at a <u>rate</u> of 20 % interest during that first year. Starting the second year you will have to pay the new amount for 2 years at a <u>rate</u> of 26 % interest. Which deal is better and why? Calculate the total amount paid for both deals. Example: An electronics company advertises that you don't have to pay anything for 2 years. If you bought a big screen TV for \$2999 on January 1st what would your balance be two years later if you haven't made any payments assuming an interest <u>rate</u> of 23.99%? What would your monthly payments be to pay the TV off in 2 years? What did the TV really cost you?
<a href="#">MA.912.F.4.1:</a>	Develop personal budgets that fit within various income brackets. <b>Remarks/Examples:</b> Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.
<a href="#">MA.912.F.4.13:</a>	Given current exchange rates be able to convert from one form of currency to another. <b>Remarks/Examples:</b> Example: Suppose you are traveling in Europe, and while there you withdraw 150 Euros to pay for expenses. If the exchange <u>rate</u> at the time was \$1.27 per Euro, how much money (in dollars) was charged to your bank account?
<a href="#">MA.912.F.4.3:</a>	Calculate net worth. <b>Remarks/Examples:</b> Example: Jose is trying to prepare a balance sheet for the end of the year. His balances and details for the year are given in the <u>table</u> below.

	Write a balance sheet of Jose's liabilities and assets, and compute his <u>net</u> worth.
	Establish a plan to pay off debt.
<a href="#">MA.912.F.4.4:</a>	<p><b>Remarks/Examples:</b>  Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<a href="#">MA.912.F.4.6:</a>	Compare different insurance options and fees.
	Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.
<a href="#">MA.912.F.4.8:</a>	<p><b>Remarks/Examples:</b>  Example: Investigate historical <u>rates</u> of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a <u>table</u> showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
	<b>Construct viable arguments and critique the reasoning of others.</b>
<a href="#">MAFS.K12.MP.3.1:</a>	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
	<b>Use appropriate tools strategically.</b>
<a href="#">MAFS.K12.MP.5.1:</a>	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
	<b>Attend to precision.</b>
<a href="#">MAFS.K12.MP.6.1:</a>	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
	Identify the factors of production and why they are necessary for the production of goods and services.
<a href="#">SS.912.E.1.1:</a>	<p><b>Remarks/Examples:</b>  Examples are land, labor, capital, entrepreneurship.</p>
<a href="#">SS.912.E.1.10:</a>	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
<a href="#">SS.912.E.1.11:</a>	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.
<a href="#">SS.912.E.1.12:</a>	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
<a href="#">SS.912.E.1.13:</a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#">SS.912.E.1.14:</a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
<a href="#">SS.912.E.1.15:</a>	<p><b>Remarks/Examples:</b>  Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</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.
<a href="#">SS.912.E.1.16:</a>	<p><b>Remarks/Examples:</b>  Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.  Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.  Examples of a credit plan are interest rates, credit scores, payment plan.</p>

<a href="#">SS.912.E.1.2:</a>	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
<a href="#">SS.912.E.1.3:</a>	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?
<a href="#">SS.912.E.1.4:</a>	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. Compare different forms of business organizations.
<a href="#">SS.912.E.1.5:</a>	<b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#">SS.912.E.1.6:</a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#">SS.912.E.1.7:</a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#">SS.912.E.1.8:</a>	Explain ways firms engage in price and nonprice competition. Describe how the earnings of workers are determined.
<a href="#">SS.912.E.1.9:</a>	<b>Remarks/Examples:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
	Identify and explain broad economic goals.
<a href="#">SS.912.E.2.1:</a>	<b>Remarks/Examples:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#">SS.912.E.2.10:</a>	Describe the organization and functions of the Federal Reserve System.
	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
<a href="#">SS.912.E.2.11:</a>	<b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#">SS.912.E.2.12:</a>	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.
<a href="#">SS.912.E.2.2:</a>	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.
<a href="#">SS.912.E.2.3:</a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
<a href="#">SS.912.E.2.4:</a>	<b>Remarks/Examples:</b> Examples are shortage, surplus, other inefficiencies.
	Analyze how capital investments may impact productivity and economic growth.
<a href="#">SS.912.E.2.5:</a>	<b>Remarks/Examples:</b> Examples are factories, machinery, technology, people.
	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
<a href="#">SS.912.E.2.6:</a>	<b>Remarks/Examples:</b> Examples are electric, water, cable, waste management.
<a href="#">SS.912.E.2.7:</a>	Identify the impact of inflation on society.
	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
<a href="#">SS.912.E.2.8:</a>	<b>Remarks/Examples:</b> Examples are income, sales, social security.
<a href="#">SS.912.E.2.9:</a>	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt. Demonstrate the impact of inflation on world economies.
<a href="#">SS.912.E.3.1:</a>	<b>Remarks/Examples:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
<a href="#">SS.912.E.3.2:</a>	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage. Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
<a href="#">SS.912.E.3.3:</a>	<b>Remarks/Examples:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
	Assess the economic impact of negative and positive externalities on the international environment.
<a href="#">SS.912.E.3.4:</a>	<b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
	Compare the current United States economy with other developed and developing nations.
<a href="#">SS.912.E.3.5:</a>	<b>Remarks/Examples:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
	Differentiate and draw conclusions about historical economic thought theorized by economists.
<a href="#">SS.912.E.3.6:</a>	<b>Remarks/Examples:</b> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.3.3:</a>	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. Use geographic terms and tools to analyze case studies of issues in globalization.

There are more than 509 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13008>



# Fundamental United States Government (#7921045)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7921045  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** FUND US GOVERNMENT  
**Course Length:** Semester (S)

## GENERAL NOTES

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:** Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

### NEXT GENERATION SUNSHINE STATE STANDARDS

#### SS.912.C - Civics

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

#### SS.912.G - Geography

Standard 4: Understand the characteristics, distribution, and migration of human populations.

Standard 5: Understand how human actions can impact the environment.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.5.1:</a>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>

There are more than 295 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12931>



# Transition Planning (#7960010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7960010	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Academics - Subject Areas >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> TRAN PLAN
	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

### Purpose

The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment, and independent living.

### Course Requirements

#### Self-Determination and Self-Advocacy

1. Apply knowledge and skills reflecting self-advocacy and self-determination in transition planning.
2. Demonstrate skills for effective participation in own individual educational plan meeting for transition planning.
3. Use effective communication skills in school, home, community, and employment settings.
4. Demonstrate personal qualities, such as dependability, punctuality, responsibility, and personal grooming, that meet demands of school, home, community, and employment settings.

#### Personal and Career Planning

5. Use a planning process to establish and revise personal goals related to postsecondary adult living.
6. Use tools and resources for career planning, such as aptitude surveys and inventories, counseling, and computer-based programs—Electronic Personal Education Planner (ePEP) and CHOICES—to evaluate own interests and abilities for career and postsecondary education/training opportunities.
7. Describe a range of career options in various career clusters.
8. Identify a progression of jobs in a career path beginning with entry-level jobs that match career goals.
9. Evaluate available employment opportunities that match career goals.

#### Legal Issues

10. Demonstrate understanding of the meaning and personal implications of the age of majority status.
11. Describe the rights and responsibilities of individuals with disabilities as applied to postsecondary education/training, employment, and independent living.
12. Identify differences between rights and responsibilities afforded to students with disabilities in high school programs and adults with disabilities in postsecondary education/training and employment settings, such as self-disclosure, accommodations, and information about the grievance and appeal process.

#### Workplace Competencies

13. Demonstrate personal and social competencies necessary for employment situations.
14. Demonstrate understanding of job responsibilities in preferred careers.

#### Postsecondary Education/Training

15. Explain the differences among options for high school diplomas for students with disabilities and how they relate to requirements for postsecondary education/training and preferred career outcomes.
16. Describe postsecondary education/training programs that are recommended or required as preparation for preferred careers.
17. Describe a range of options for postsecondary education/training, including program offerings, admission requirements, financial aid, housing options, and disability resources.

#### Citizenship and Community Involvement

18. Describe elements and examples of community involvement and participation as a citizen.
19. Identify benefits and services available from community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services.

#### Independent Living

20. Describe options and resources available in the community for adult living.
21. Compare characteristics, costs, and amenities in various adult living arrangements based on individual preferences and means.
22. Determine requirements, costs, and opportunities for recreation and leisure activities.
23. Select recreation and leisure activities that align with personal interests and abilities.

## GENERAL NOTES

### Notes

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Access Visual and Performing Arts (#7967010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7967010

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

**Course Section:** Exceptional Student Education

**Abbreviated Title:** ACCESS VISUAL PERFORM

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

**Keywords:** access art, access visual art, access performing art, performing art, ESE

## VERSION DESCRIPTION

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">DA.912.C.1.2:</a>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p><b>Remarks/Examples:</b> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">DA.912.C.1.In.b:</a></td> <td>Process, sequence, and demonstrate new steps accurately with energy, expression, and clarity.</td> </tr> <tr> <td><a href="#">DA.912.C.1.Su.b:</a></td> <td>Re-create movement sequences with energy, expression, and clarity.</td> </tr> <tr> <td><a href="#">DA.912.C.1.Pa.b:</a></td> <td>Re-create movement in short sequences with energy, expression, and clarity.</td> </tr> </tbody> </table>	Name	Description	<a href="#">DA.912.C.1.In.b:</a>	Process, sequence, and demonstrate new steps accurately with energy, expression, and clarity.	<a href="#">DA.912.C.1.Su.b:</a>	Re-create movement sequences with energy, expression, and clarity.	<a href="#">DA.912.C.1.Pa.b:</a>	Re-create movement in short sequences with energy, expression, and clarity.
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<a href="#">DA.912.C.1.Su.b:</a>	Re-create movement sequences with energy, expression, and clarity.								
<a href="#">DA.912.C.1.Pa.b:</a>	Re-create movement in short sequences with energy, expression, and clarity.								
<a href="#">DA.912.C.1.4:</a>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">DA.912.C.1.In.b:</a></td> <td>Process, sequence, and demonstrate new steps accurately with energy, expression, and clarity.</td> </tr> <tr> <td><a href="#">DA.912.C.1.Su.b:</a></td> <td>Re-create movement sequences with energy, expression, and clarity.</td> </tr> <tr> <td><a href="#">DA.912.C.1.Pa.b:</a></td> <td>Re-create movement in short sequences with energy, expression, and clarity.</td> </tr> </tbody> </table>	Name	Description	<a href="#">DA.912.C.1.In.b:</a>	Process, sequence, and demonstrate new steps accurately with energy, expression, and clarity.	<a href="#">DA.912.C.1.Su.b:</a>	Re-create movement sequences with energy, expression, and clarity.	<a href="#">DA.912.C.1.Pa.b:</a>	Re-create movement in short sequences with energy, expression, and clarity.
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<a href="#">DA.912.C.1.Pa.b:</a>	Re-create movement in short sequences with energy, expression, and clarity.								
<a href="#">DA.912.F.1.1:</a>	<p>Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.</p> <p><b>Remarks/Examples:</b> e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil</p> <p><b>Related Access Points</b></p>								

Name	Description
<a href="#">DA.912.F.1.In.a:</a>	Demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.
<a href="#">DA.912.F.1.Su.a:</a>	Individually or collaboratively demonstrate the use of selected technology tools to produce, store, or experience dance performances as a citizen, consumer, or worker.
<a href="#">DA.912.F.1.Pa.a:</a>	Use selected technology tools to access dance as a citizen, consumer, or worker.

[DA.912.F.1.2:](#) Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.

**Remarks/Examples:**  
e.g., synchronous virtual performance, visual projections, motion-response technology, lighting

#### Related Access Points

Name	Description
<a href="#">DA.912.F.1.In.a:</a>	Demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.
<a href="#">DA.912.F.1.Su.a:</a>	Individually or collaboratively demonstrate the use of selected technology tools to produce, store, or experience dance performances as a citizen, consumer, or worker.
<a href="#">DA.912.F.1.Pa.a:</a>	Use selected technology tools to access dance as a citizen, consumer, or worker.

[DA.912.H.1.2:](#) Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.

#### Related Access Points

Name	Description
<a href="#">DA.912.H.1.In.a:</a>	Compare influences of dance on cultures over time.
<a href="#">DA.912.H.1.Su.a:</a>	Recognize the influence of dance on culture.
<a href="#">DA.912.H.1.Pa.a:</a>	Recognize a variety of culturally significant dances.

[DA.912.H.1.4:](#) Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.

#### Related Access Points

Name	Description
<a href="#">DA.912.H.1.In.a:</a>	Compare influences of dance on cultures over time.
<a href="#">DA.912.H.1.Su.a:</a>	Recognize the influence of dance on culture.
<a href="#">DA.912.H.1.Pa.a:</a>	Recognize a variety of culturally significant dances.

[DA.912.O.1.1:](#) Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.

#### Related Access Points

Name	Description
<a href="#">DA.912.O.1.In.a:</a>	Compare characteristics of two dance forms.
<a href="#">DA.912.O.1.Su.a:</a>	Identify characteristics of a variety of dance forms.
<a href="#">DA.912.O.1.Pa.a:</a>	Recognize a characteristic of a variety of dance forms.

Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

[DA.912.O.1.3:](#) **Remarks/Examples:**  
e.g., tendu-dégagé-grand battement-grand jeté

#### Related Access Points

Name	Description
<a href="#">DA.912.O.1.In.c:</a>	Dissect a dance step or combination to reveal the underlying steps and positions.
<a href="#">DA.912.O.1.Su.c:</a>	Investigate the positions, initiations, and movements within a given step.
<a href="#">DA.912.O.1.Pa.c:</a>	Recognize specified elements of dance in planned dance pieces to show awareness of structure.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

[MU.912.C.1.1:](#) **Remarks/Examples:**  
e.g., listening maps, active listening, checklists

#### Related Access Points

Name	Description
<a href="#">MU.912.C.1.In.a:</a>	Develop effective sensory strategies and describe how they support appreciation of unfamiliar musical works.
<a href="#">MU.912.C.1.Su.a:</a>	Use appropriate sensory strategies to support appreciation of unfamiliar musical works.
<a href="#">MU.912.C.1.Pa.a:</a>	Use sensory strategies to support appreciation of unfamiliar musical works.

Analyze instruments of the world and classify them by common traits.

[MU.912.C.1.3:](#) **Remarks/Examples:**

e.g., classical and folk instruments from around the world

### Related Access Points

Name	Description
<a href="#">MU.912.C.1.In.c:</a>	Identify, aurally, selected instruments of the world.
<a href="#">MU.912.C.1.Su.c:</a>	Recognize selected instruments of the world.
<a href="#">MU.912.C.1.Pa.c:</a>	Recognize a variety of instruments.

[MU.912.F.1.2:](#) Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

### Related Access Points

Name	Description
<a href="#">MU.912.F.1.In.a:</a>	Demonstrate the use of a variety of technology tools to produce, store, or listen to music as a citizen, consumer, or worker.
<a href="#">MU.912.F.1.Su.a:</a>	Demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker.
<a href="#">MU.912.F.1.Pa.a:</a>	Collaboratively demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker.

[MU.912.F.3.4:](#) Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

### Related Access Points

Name	Description
<a href="#">MU.912.F.3.In.c:</a>	Prioritize, monitor, and complete tasks related to individual and collaborative music projects.
<a href="#">MU.912.F.3.Su.c:</a>	Organize and complete music projects having three or more components.
<a href="#">MU.912.F.3.Pa.c:</a>	Contribute to the organization and execution of music projects.

Compare two or more works of a composer across performance media.

[MU.912.H.1.3:](#) **Remarks/Examples:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

### Related Access Points

Name	Description
<a href="#">MU.912.H.1.In.b:</a>	Compare stylistic and musical features in works originating from different cultures.
<a href="#">MU.912.H.1.Su.b:</a>	Identify similarities and differences between styles and features of music produced by different cultures.
<a href="#">MU.912.H.1.Pa.b:</a>	Recognize similarities or differences between styles or features of music produced by different cultures.

[MU.912.H.2.1:](#) Evaluate the social impact of music on specific historical periods.

### Related Access Points

Name	Description
<a href="#">MU.912.H.2.In.a:</a>	Examine the social impact of music on historical periods or cultural evolution.
<a href="#">MU.912.H.2.Su.a:</a>	Recognize the social impact of selected music on historical periods or cultural events.
<a href="#">MU.912.H.2.Pa.a:</a>	Match selected music with significant historical periods or cultural events

Improvise rhythmic and melodic phrases over harmonic progressions.

[MU.912.S.1.1:](#) **Remarks/Examples:**  
e.g., using text or scat syllables

### Related Access Points

Name	Description
<a href="#">MU.912.S.1.In.a:</a>	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.912.S.1.Su.a:</a>	Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.912.S.1.Pa.a:</a>	Participate in an improvisation with vocal or instrumental patterns using familiar songs.

Perform and notate, independently and accurately, melodies by ear.

[MU.912.S.1.4:](#) **Remarks/Examples:**  
e.g., singing, playing, writing

### Related Access Points

Name	Description
<a href="#">MU.912.S.1.In.a:</a>	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.912.S.1.Su.a:</a>	Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.912.S.1.Pa.a:</a>	Participate in an improvisation with vocal or instrumental patterns using familiar songs.

Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

[TH.912.C.1.2:](#) **Remarks/Examples:**

e.g., physical, vocal, emotional

### Related Access Points

Name	Description
<a href="#">TH.912.C.1.In.b:</a>	Create a character for a performance-based rehearsal, feedback, and refinement.
<a href="#">TH.912.C.1.Su.b:</a>	Re-create a character based rehearsal, feedback, and refinement.
<a href="#">TH.912.C.1.Pa.b:</a>	Change a characteristic in a character for a performance based on feedback.

[TH.912.C.1.5:](#)

Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

### Related Access Points

Name	Description
<a href="#">TH.912.C.1.In.d:</a>	Select the physical/visual elements necessary to create a specific historical and/or geographical play.
<a href="#">TH.912.C.1.Su.d:</a>	Describe the selection of specific criteria in the creation of a character that will fulfill audience response.
<a href="#">TH.912.C.1.Pa.d:</a>	Identify a physical/visual element necessary to create a specific historical and/or geographical play.

[TH.912.C.1.6:](#)

Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

### Related Access Points

Name	Description
<a href="#">TH.912.C.1.In.e:</a>	Explain specific criteria chosen in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.1.Su.e:</a>	Use a selected criterion to respond to a variety of theatrical performances.
<a href="#">TH.912.C.1.Pa.e:</a>	Identify selection of characteristics in the creation of a character for a specific audience.

[TH.912.C.2.7:](#)

Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

### Related Access Points

Name	Description
<a href="#">TH.912.C.2.In.f:</a>	Implement feedback and suggestions from others in future performances.
<a href="#">TH.912.C.2.Su.f:</a>	Use feedback from others to refine future performances.
<a href="#">TH.912.C.2.Pa.f:</a>	Follow feedback from others on future performances.

[TH.912.F.1.2:](#)

Solve short conflict-driven scenarios through improvisation.

### Related Access Points

Name	Description
<a href="#">TH.912.F.1.In.b:</a>	Create, interpret, and respond to theatre that uses improvised storytelling.
<a href="#">TH.912.F.1.Su.b:</a>	Create, interpret, or respond to theatre that uses improvised storytelling.
<a href="#">TH.912.F.1.Pa.b:</a>	Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.912.F.1.3:](#)

Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

### Related Access Points

Name	Description
<a href="#">TH.912.F.1.In.b:</a>	Create, interpret, and respond to theatre that uses improvised storytelling.
<a href="#">TH.912.F.1.Su.b:</a>	Create, interpret, or respond to theatre that uses improvised storytelling.
<a href="#">TH.912.F.1.Pa.b:</a>	Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.912.H.1.1:](#)

Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

### Related Access Points

Name	Description
<a href="#">TH.912.H.1.In.a:</a>	Compare theatre works from a variety of playwrights from diverse culture and historical periods.
<a href="#">TH.912.H.1.Su.a:</a>	Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
<a href="#">TH.912.H.1.Pa.a:</a>	Recognize a variety of theatrical works.

[TH.912.H.1.2:](#)

Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

### Related Access Points

Name	Description
<a href="#">TH.912.H.1.In.a:</a>	Compare theatre works from a variety of playwrights from diverse culture and historical periods.
<a href="#">TH.912.H.1.Su.a:</a>	Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
<a href="#">TH.912.H.1.Pa.a:</a>	Recognize a variety of theatrical works.

[TH.912.O.3.4:](#)

Create a performance piece to document a significant issue or event.

### Remarks/Examples:

e.g., pantomime, improvisation, scene, monologue

### Related Access Points

Name	Description
<a href="#">TH.912.O.1.In.c:</a>	Apply selected principles of dramatic structure to support a dramatic scene.
<a href="#">TH.912.O.1.Su.c:</a>	Apply a principle of dramatic structure to support a dramatic scene.
<a href="#">TH.912.O.1.Pa.c:</a>	Contribute a principle of dramatic structure to support a scene.

[TH.912.O.3.5:](#)

Design technical elements to document the progression of a character, plot, or theme.

### Related Access Points

Name	Description
<a href="#">TH.912.O.3.In.b:</a>	Describe how the staging or technical design for a scene supports the artistic intent.
<a href="#">TH.912.O.3.Su.b:</a>	Identify how the staging or technical design for a scene supports the artistic intent.
<a href="#">TH.912.O.3.Pa.b:</a>	Recognize how a selected staging or technical design characteristic for a scene supports the artistic intent.

[TH.912.S.1.1:](#)

Describe the interactive effect of audience members and actors on performances.

### Related Access Points

Name	Description
<a href="#">TH.912.S.1.In.a:</a>	Describe the proper audience etiquette at live and recorded performances.
<a href="#">TH.912.S.1.Su.a:</a>	Demonstrate proper audience etiquette at live and recorded performances.
<a href="#">TH.912.S.1.Pa.a:</a>	Recognize a characteristic of proper audience etiquette at live and recorded performances.

[TH.912.S.1.5:](#)

Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

### Related Access Points

Name	Description
<a href="#">TH.912.S.1.In.d:</a>	Create, re-create, and refine a variety of theatrical performances.
<a href="#">TH.912.S.1.Su.d:</a>	Re-create and refine selected theatrical performances.
<a href="#">TH.912.S.1.Pa.d:</a>	Contribute to the creation, or re-creation, and refinement of a variety of theatrical performances.

[TH.912.S.2.4:](#)

Sustain a character or follow technical cues in a production piece to show focus.

### Related Access Points

Name	Description
<a href="#">TH.912.S.2.In.c:</a>	Refine memorized scenes to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.Su.c:</a>	Refine memorized scenes to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.Pa.c:</a>	Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.

[TH.912.S.2.5:](#)

Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.

### Related Access Points

Name	Description
<a href="#">TH.912.S.2.In.c:</a>	Refine memorized scenes to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.Su.c:</a>	Refine memorized scenes to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.Pa.c:</a>	Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.

[VA.912.C.1.1:](#)

Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.

### Related Access Points

Name	Description
<a href="#">VA.912.C.1.In.a:</a>	Express a range of interests and contextual connections in the art-making process.
<a href="#">VA.912.C.1.Su.a:</a>	Integrate ideas during the art-making process to convey meaning in personal works of art.
<a href="#">VA.912.C.1.Pa.a:</a>	Use the art-making process to communicate personal interests and self-expression.

[VA.912.C.1.3:](#)

Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.

### Related Access Points

Name	Description
<a href="#">VA.912.C.1.In.b:</a>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
<a href="#">VA.912.C.1.Su.b:</a>	Examine exemplary artworks to identify qualities that make the work unique or appealing.
<a href="#">VA.912.C.1.Pa.b:</a>	Examine exemplary artworks to recognize qualities that make the work unique or appealing.

[VA.912.F.1.3:](#)

Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

[VA.912.F.1.4:](#)

Use technological tools to create art with varying effects and outcomes.

[VA.912.H.1.1:](#)

Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

### Related Access Points

Name	Description
<a href="#">VA.912.H.1.In.a:</a>	Compare historical and cultural influences that have inspired artists to produce works of art.
<a href="#">VA.912.H.1.Su.a:</a>	Recognize ideas important to people, groups, cultures, or time periods that are reflected in their artworks.
<a href="#">VA.912.H.1.Pa.a:</a>	Recognize similar themes in visual art from a variety of cultures and times.

[VA.912.H.1.3:](#)

Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

#### Related Access Points

Name	Description
<a href="#">VA.912.H.1.In.c:</a>	Compare art forms of various cultures and times.
<a href="#">VA.912.H.1.Su.c:</a>	Recognize similarities and differences between art forms across cultures and times.
<a href="#">VA.912.H.1.Pa.a:</a>	Recognize similar themes in visual art from a variety of cultures and times.

[VA.912.H.2.1:](#)

Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

#### Related Access Points

Name	Description
<a href="#">VA.912.H.2.In.a:</a>	Describe how technology has led to the development of new art styles over time.
<a href="#">VA.912.H.2.Su.a:</a>	Recognize how technology influences the creation of visual art.
<a href="#">VA.912.H.2.Pa.a:</a>	Recognize structural elements of art and organizational principles of design to create and respond to artworks.

[VA.912.H.2.2:](#)

Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

#### Related Access Points

Name	Description
<a href="#">VA.912.H.2.In.b:</a>	Explain the impact artwork and utilitarian objects have on the human experience.
<a href="#">VA.912.H.2.Su.b:</a>	Identify influences of visual art and utilitarian objects on the human experience.
<a href="#">VA.912.H.2.Pa.b:</a>	Recognize an influence of visual art or utilitarian objects on the human experience.

[VA.912.O.1.3:](#)

Research and use the techniques and processes of various artists to create personal works.

#### Related Access Points

Name	Description
<a href="#">VA.912.O.1.In.a:</a>	Create artworks that demonstrate skilled use of media to convey personal vision.
<a href="#">VA.912.O.1.Su.a:</a>	Select and use structural elements of art and organizational principles of design to create artworks.
<a href="#">VA.912.O.1.Pa.a:</a>	Use teacher-selected structural elements of art and principles of design to create artworks.

[VA.912.O.1.5:](#)

Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

#### Related Access Points

Name	Description
<a href="#">VA.912.O.1.In.c:</a>	Explore the use of space, scale, and environmental features to create three-dimensional form or the illusion of depth and form.
<a href="#">VA.912.O.1.Su.c:</a>	Re-create three-dimensional form or the illusion of depth and form from a model.
<a href="#">VA.912.O.1.Pa.c:</a>	Explore and use a variety of visual art media to create three-dimensional form.

[VA.912.O.2.1:](#)

Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.

#### Related Access Points

Name	Description
<a href="#">VA.912.O.2.In.a:</a>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<a href="#">VA.912.O.2.Su.a:</a>	Apply basic structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.912.O.2.Pa.a:</a>	Use basic structural elements of art to create and respond to artworks.

[VA.912.O.2.4:](#)

Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

#### Related Access Points

Name	Description
<a href="#">VA.912.O.2.In.a:</a>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<a href="#">VA.912.O.2.Su.a:</a>	Apply basic structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.912.O.2.Pa.a:</a>	Use basic structural elements of art to create and respond to artworks.

[VA.912.O.3.1:](#)

Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

#### Related Access Points

Name	Description
<a href="#">VA.912.O.3.In.a:</a>	Use vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.

[VA.912.O.3.Su.b:](#) Use selected vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.

[VA.912.O.3.Pa.c:](#) Use selected vocabulary, symbols, or symbolism unique to visual art to communicate and document ideas in artworks.

[VA.912.S.1.1:](#)

Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

#### Related Access Points

Name	Description
<a href="#">VA.912.S.1.In.a:</a>	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
<a href="#">VA.912.S.1.Su.a:</a>	Manipulate tools and media to enhance communication in personal artworks.
<a href="#">VA.912.S.1.Pa.a:</a>	Experiment with art tools and media to express ideas.

[VA.912.S.1.2:](#)

Investigate the use of technology and other resources to inspire art-making decisions.

#### Related Access Points

Name	Description
<a href="#">VA.912.S.1.In.b:</a>	Use media, technology, and other resources to derive ideas for personal art-making decisions.
<a href="#">VA.912.S.1.Su.b:</a>	Use media, technology, and other resources to inspire personal art-making decisions.
<a href="#">VA.912.S.1.Pa.b:</a>	Use diverse resources to inspire artistic expression and achieve varied results.

Interpret and reflect on cultural and historical events to create art.

[VA.912.S.1.3:](#)

#### Remarks/Examples:

e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history

#### Related Access Points

Name	Description
<a href="#">VA.912.S.1.In.c:</a>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
<a href="#">VA.912.S.1.Su.c:</a>	Create artworks to depict personal, cultural, and/or historical themes.
<a href="#">VA.912.S.1.Pa.c:</a>	Use art exemplars for specified time periods and cultures to inspire personal artworks.



# Access Drawing 1 (#7967015)

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**Course Number:** 7967015

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

**Course Section:** Exceptional Student Education

**Number of Credits:** Multiple credits

**Course Type:** Elective

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

**Keywords:** access, electives, drawing, art, high school, ESE, access points

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

**Abbreviated Title:** Access Drawing 1

**Course Length:** Semester (S)

## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.

[LAFS.910.SL.1.AP.1f](#): Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.SL.2.4](#):

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.2.AP.4a</a> :	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.910.WHST.2.4](#):

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[MAFS.912.G-CO.1.2](#):

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.1.AP.2a</a> :	Represent transformations in the plane using, e.g., transparencies and geometry software.
<a href="#">MAFS.912.G-CO.1.AP.2b</a> :	Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

[MAFS.912.G-CO.4.12](#):

**Remarks/Examples:**  
**Geometry - Fluency Recommendations**

Fluency with the use of construction tools, physical and computational, helps students draft a model of a geometric phenomenon and can lead to conjectures and proofs.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-CO.4.AP.12a</a> :	Copy a segment.
<a href="#">MAFS.912.G-CO.4.AP.12b</a> :	Copy an angle.
<a href="#">MAFS.912.G-CO.4.AP.12c</a> :	Bisect a segment.
<a href="#">MAFS.912.G-CO.4.AP.12d</a> :	Bisect an angle.
<a href="#">MAFS.912.G-CO.4.AP.12e</a> :	Construct perpendicular lines, including the perpendicular bisector of a line segment.
<a href="#">MAFS.912.G-CO.4.AP.12f</a> :	Construct a line parallel to a given line through a point not on the line.

Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

[VA.912.C.1.4](#):

**Remarks/Examples:**  
e.g., symbolism, spatial relationship

#### Related Access Points

Name	Description
<a href="#">VA.912.C.1.In.c</a> :	Use visual evidence and prior knowledge to analyze multiple interpretations of works of art.
<a href="#">VA.912.C.1.Su.c</a> :	Describe observations and apply prior knowledge to interpret visual information and analyze works of art.
<a href="#">VA.912.C.1.Pa.c</a> :	Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.

[VA.912.C.2.1](#):

Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

#### Related Access Points

Name	Description
<a href="#">VA.912.C.2.In.a</a> :	Assess personal artwork during production to refine work and achieve an artistic objective.
<a href="#">VA.912.C.2.Su.a</a> :	Analyze and revise artworks to meet established criteria.
<a href="#">VA.912.C.2.Pa.a</a> :	Use defined criteria to analyze and revise artworks.

[VA.912.C.3.5](#):

Make connections between timelines in other content areas and timelines in the visual arts.

#### Related Access Points

Name	Description
<a href="#">VA.912.C.3.In.c</a> :	Use a defined rubric to examine issues in non-visual arts contexts.
<a href="#">VA.912.C.3.Su.c</a> :	Use a defined criterion to examine issues in non-visual arts contexts.
<a href="#">VA.912.C.3.Pa.c</a> :	Use teacher-selected criterion to examine issues in non-visual arts contexts.

[VA.912.F.2.1](#):

Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.

#### Related Access Points

Name	Description
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- [VA.912.F.2.In.a:](#) Analyze employment and leisure opportunities in or relating to visual art and pair with the necessary skills and training.
- [VA.912.F.2.Su.a:](#) Connect employment and leisure opportunities in or relating to visual art with the necessary skills, training, or prerequisites.
- [VA.912.F.2.Pa.a:](#) Distinguish among jobs that are art-related vs. non-art-related.

Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

[VA.912.F.3.4:](#)

**Remarks/Examples:**  
e.g., punctuality, reliability, diligence, positive work ethic

#### Related Access Points

Name	Description
<a href="#">VA.912.F.3.In.b:</a>	Demonstrate the use of a variety of technology to produce, store, consume, or view art.
<a href="#">VA.912.F.3.Su.b:</a>	Individually or collaboratively demonstrate the use of selected technology to produce, store, or view art.
<a href="#">VA.912.F.3.Pa.b:</a>	Use selected technology to access visual art.

[VA.912.H.1.9:](#)

Describe the significance of major artists, architects, or masterworks to understand their historical influences.

#### Related Access Points

Name	Description
<a href="#">VA.912.H.1.In.e:</a>	Compare influences of major artists, architects, or masterworks on their culture.
<a href="#">VA.912.H.1.Su.e:</a>	Recognize how a major artist, architect, or masterwork influenced culture.
<a href="#">VA.912.H.1.Pa.d:</a>	Associate selected artists, architects, or masterworks with examples of their work.

[VA.912.O.3.1:](#)

Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

#### Related Access Points

Name	Description
<a href="#">VA.912.O.3.In.a:</a>	Use vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.
<a href="#">VA.912.O.3.Su.b:</a>	Use selected vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.
<a href="#">VA.912.O.3.Pa.c:</a>	Use selected vocabulary, symbols, or symbolism unique to visual art to communicate and document ideas in artworks.

Interpret and reflect on cultural and historical events to create art.

[VA.912.S.1.3:](#)

**Remarks/Examples:**  
e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history

#### Related Access Points

Name	Description
<a href="#">VA.912.S.1.In.c:</a>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
<a href="#">VA.912.S.1.Su.c:</a>	Create artworks to depict personal, cultural, and/or historical themes.
<a href="#">VA.912.S.1.Pa.c:</a>	Use art exemplars for specified time periods and cultures to inspire personal artworks.

[VA.912.S.1.4:](#)

Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

#### Related Access Points

Name	Description
<a href="#">VA.912.S.1.In.d:</a>	Use accurate art vocabulary to explain the art-making process.
<a href="#">VA.912.S.1.Su.d:</a>	Use accurate art vocabulary to communicate about works of art and art processes.
<a href="#">VA.912.S.1.Pa.d:</a>	Choose accurate art vocabulary to describe works of art and art processes.

[VA.912.S.2.2:](#)

Focus on visual information and processes to complete the artistic concept.

#### Related Access Points

Name	Description
<a href="#">VA.912.S.2.In.b:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<a href="#">VA.912.S.2.Su.b:</a>	Re-create sequentially ordered procedures to incorporate in a new work of visual art.
<a href="#">VA.912.S.2.Pa.b:</a>	Re-create visual art processes in a given medium.

[VA.912.S.2.5:](#)

Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.

#### Related Access Points

Name	Description
<a href="#">VA.912.S.2.In.a:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<a href="#">VA.912.S.2.Su.a:</a>	Create or re-create organizational structures to incorporate in a new work of visual art.
<a href="#">VA.912.S.2.Pa.a:</a>	Re-create the organization of selected structural elements of art.

Incorporate skills, concepts, and media to create images from ideation to resolution.

[VA.912.S.2.6:](#)

**Remarks/Examples:**  
e.g., structural elements of art, organizational principles of design, breadth

### Related Access Points

Name	Description
<a href="#">VA.912.S.2.In.a:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<a href="#">VA.912.S.2.Su.a:</a>	Create or re-create organizational structures to incorporate in a new work of visual art.
<a href="#">VA.912.S.2.Pa.a:</a>	Re-create the organization of selected structural elements of art.

Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

[VA.912.S.3.10:](#)

**Remarks/Examples:**  
e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving

### Related Access Points

Name	Description
<a href="#">VA.912.S.3.In.a:</a>	Use two-dimensional, three-dimensional, and/or four-dimensional materials, tools, techniques, and processes to achieve expected results.
<a href="#">VA.912.S.3.Su.a:</a>	Use two- and three-dimensional materials, tools, techniques, and processes to achieve an intended result.
<a href="#">VA.912.S.3.Pa.a:</a>	Use two- and three-dimensional materials, tools, and processes to create works of art.

Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

[VA.912.S.3.3:](#)

**Remarks/Examples:**  
e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions

### Related Access Points

Name	Description
<a href="#">VA.912.S.3.In.b:</a>	Demonstrate understanding of safety and maintenance protocols for media, tools, processes, and techniques.
<a href="#">VA.912.S.3.Su.b:</a>	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
<a href="#">VA.912.S.3.Pa.b:</a>	Follow directions for safety procedures and tool maintenance in the art room.

Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

[VA.912.S.3.4:](#)

**Remarks/Examples:**  
e.g., plagiarism, appropriation from the Internet and other sources

### Related Access Points

Name	Description
<a href="#">VA.912.S.3.In.c:</a>	Demonstrate respect for copyright laws and ownership of intellectual property when creating and producing works of art.
<a href="#">VA.912.S.3.Su.c:</a>	Discuss issues related to plagiarism and appropriation of other intellectual property.
<a href="#">VA.912.S.3.Pa.c:</a>	Recognize property ownership of self and others when creating works of art.

Use and maintain tools and equipment to facilitate the creative process.

[VA.912.S.3.7:](#)

**Remarks/Examples:**  
e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

### Related Access Points

Name	Description
<a href="#">VA.912.S.3.In.b:</a>	Demonstrate understanding of safety and maintenance protocols for media, tools, processes, and techniques.
<a href="#">VA.912.S.3.Su.b:</a>	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
<a href="#">VA.912.S.3.Pa.b:</a>	Follow directions for safety procedures and tool maintenance in the art room.

Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

[VA.912.S.3.8:](#)

**Remarks/Examples:**  
e.g., media: ceramics, glass, wet, dry, digital

### Related Access Points

Name	Description
<a href="#">VA.912.S.3.In.a:</a>	Use two-dimensional, three-dimensional, and/or four-dimensional materials, tools, techniques, and processes to achieve expected results.
<a href="#">VA.912.S.3.Su.a:</a>	Use two- and three-dimensional materials, tools, techniques, and processes to achieve an intended result.
<a href="#">VA.912.S.3.Pa.a:</a>	Use two- and three-dimensional materials, tools, and processes to create works of art.

There are more than 279 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12904>



# Access Theatre 1 (#7967020)

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**Course Number:** 7967020

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

**Course Section:** Exceptional Student Education

**Number of Credits:** Multiple credits

**Course Type:** Elective

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

**Keywords:** access theatre, ESE drama, drama, high school, ESE, access points

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

**Abbreviated Title:** Access Theatre 1

**Course Length:** Year (Y)

## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RL.2.5:</a>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.910.RL.2.AP.5a:</a>	Identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing).
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.910.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.910.SL.1.AP.3a:</a>	Determine the speaker's point of view or purpose in a text.

<a href="#">LAFS.910.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
<a href="#">LAFS.910.SL.1.AP.3c:</a>	Evaluate the evidence used to make the argument.
<a href="#">LAFS.910.SL.1.AP.3d:</a>	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.

[MU.912.S.3.4:](#) Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Related Access Points**

Name	Description
<a href="#">MU.912.S.3.In.c:</a>	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
<a href="#">MU.912.S.3.Su.c:</a>	Select rehearsal strategies to apply skills and techniques.
<a href="#">MU.912.S.3.Pa.b:</a>	Participate in rehearsal strategies to apply skills or techniques.

[PE.912.M.1.5:](#) Apply strategies for self improvement based on individual strengths and needs.

**Related Access Points**

Name	Description
<a href="#">PE.912.M.1.In.e:</a>	Demonstrate strategies for self-improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.Su.e:</a>	Use strategies for self-improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.Pa.e:</a>	Perform a guided activity for self-improvement based on individual strengths and needs.

[PE.912.M.1.8:](#) Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

**Related Access Points**

Name	Description
<a href="#">PE.912.M.1.In.h:</a>	Create and perform a creative movement sequence with a group.
<a href="#">PE.912.M.1.Su.h:</a>	Perform a creative movement sequence while working with a group.
<a href="#">PE.912.M.1.Pa.h:</a>	Perform a movement sequence while working with a group.

Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

[TH.912.C.1.2:](#)

<b>Remarks/Examples:</b> e.g., physical, vocal, emotional
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**Related Access Points**

Name	Description
<a href="#">TH.912.C.1.In.b:</a>	Create a character for a performance-based rehearsal, feedback, and refinement.
<a href="#">TH.912.C.1.Su.b:</a>	Re-create a character based rehearsal, feedback, and refinement.
<a href="#">TH.912.C.1.Pa.b:</a>	Change a characteristic in a character for a performance based on feedback.

[TH.912.C.1.3:](#) Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

**Related Access Points**

Name	Description
<a href="#">TH.912.C.1.In.b:</a>	Create a character for a performance-based rehearsal, feedback, and refinement.
<a href="#">TH.912.C.1.Su.b:</a>	Re-create a character based rehearsal, feedback, and refinement.
<a href="#">TH.912.C.1.Pa.b:</a>	Change a characteristic in a character for a performance based on feedback.

[TH.912.C.2.1:](#) Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

**Related Access Points**

Name	Description
<a href="#">TH.912.C.2.In.a:</a>	Describe possible solutions to production or acting challenges.
<a href="#">TH.912.C.2.Su.a:</a>	Identify possible solutions to production or acting challenges.
<a href="#">TH.912.C.2.Pa.a:</a>	Contribute to the selection of possible solutions to production.

[TH.912.C.2.5:](#) Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

**Related Access Points**

Name	Description
<a href="#">TH.912.C.2.In.d:</a>	Explain the effect of rehearsals on refining skills in a journal.
<a href="#">TH.912.C.2.Su.d:</a>	Describe the effect of rehearsals on refining skills in a journal.
<a href="#">TH.912.C.2.Pa.d:</a>	Identify an effect of rehearsals on refining skills.

[TH.912.C.2.7:](#) Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

**Related Access Points**

Name	Description
<a href="#">TH.912.C.2.In.f:</a>	Implement feedback and suggestions from others in future performances.

[TH.912.C.2.Su.f:](#) Use feedback from others to refine future performances.

[TH.912.C.2.Pa.f:](#) Follow feedback from others on future performances.

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

[TH.912.C.2.8:](#)

**Remarks/Examples:**

e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

**Related Access Points**

Name	Description
<a href="#">TH.912.C.2.In.f:</a>	Implement feedback and suggestions from others in future performances.
<a href="#">TH.912.C.2.Su.f:</a>	Use feedback from others to refine future performances.
<a href="#">TH.912.C.2.Pa.f:</a>	Follow feedback from others on future performances.

Explore commonalities between works of theatre and other performance media.

[TH.912.C.3.1:](#)

**Remarks/Examples:**

e.g., dance, mime, movies, street theatre, poetry reading

**Related Access Points**

Name	Description
<a href="#">TH.912.C.3.In.a:</a>	Describe similarities between works of theatre and other performance media.
<a href="#">TH.912.C.3.Su.a:</a>	Identify similarities between works of theatre and other performance media.
<a href="#">TH.912.C.3.Pa.a:</a>	Recognize similarities between works of theatre and other performance media.

[TH.912.C.3.3:](#)

Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

**Related Access Points**

Name	Description
<a href="#">TH.912.C.3.In.b:</a>	Use a defined rubric to evaluate a variety of theatrical performances.
<a href="#">TH.912.C.3.Su.b:</a>	Use a selected criterion to evaluate a variety of theatrical performances.
<a href="#">TH.912.C.3.Pa.b:</a>	Use a selected criterion to respond to a variety of theatrical performances.

Synthesize research, analysis, and imagination to create believable characters and settings.

[TH.912.F.1.1:](#)

**Remarks/Examples:**

e.g., scenery, costumes, props

**Related Access Points**

Name	Description
<a href="#">TH.912.F.1.In.a:</a>	Analyze character and setting from dramatic text to create real and non-real characters and settings.
<a href="#">TH.912.F.1.Su.a:</a>	Create real and non-real characters and settings.
<a href="#">TH.912.F.1.Pa.a:</a>	Contribute to the creation of real and non-real characters and settings.

[TH.912.F.1.2:](#)

Solve short conflict-driven scenarios through improvisation.

**Related Access Points**

Name	Description
<a href="#">TH.912.F.1.In.b:</a>	Create, interpret, and respond to theatre that uses improvised storytelling.
<a href="#">TH.912.F.1.Su.b:</a>	Create, interpret, or respond to theatre that uses improvised storytelling.
<a href="#">TH.912.F.1.Pa.b:</a>	Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.912.F.2.2:](#)

Assess the skills needed for theatre-related jobs in the community to support career selection.

**Related Access Points**

Name	Description
<a href="#">TH.912.F.2.In.b:</a>	Analyze employment and leisure opportunities in or related to theatre and pair with the necessary skills and training.
<a href="#">TH.912.F.2.Su.b:</a>	Connect employment and leisure opportunities in or relating to theatre with the necessary skills, training, or prerequisites.
<a href="#">TH.912.F.2.Pa.b:</a>	Adapt to unexpected situations in public settings.

[TH.912.F.3.3:](#)

Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

**Related Access Points**

Name	Description
<a href="#">TH.912.F.3.In.b:</a>	Balance the cost of production for a hypothetical performance with the cost of a ticket for a hypothetical audience.
<a href="#">TH.912.F.3.Su.b:</a>	Transfer selected skills and knowledge from theatre to the general work place.
<a href="#">TH.912.F.3.Pa.b:</a>	Recognize that theatrical productions have a cost that has to be recovered by selling tickets to an audience.

Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

[TH.912.F.3.4:](#)

**Remarks/Examples:**

e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity

**Related Access Points**

Name	Description
<a href="#">TH.912.F.3.In.b:</a>	Balance the cost of production for a hypothetical performance with the cost of a ticket for a hypothetical audience.
<a href="#">TH.912.F.3.Su.b:</a>	Transfer selected skills and knowledge from theatre to the general work place.
<a href="#">TH.912.F.3.Pa.b:</a>	Recognize that theatrical productions have a cost that has to be recovered by selling tickets to an audience.

Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.

[TH.912.F.3.5:](#)

**Remarks/Examples:**

e.g., script-writing, set design, costume design

**Related Access Points**

Name	Description
<a href="#">TH.912.F.3.In.b:</a>	Balance the cost of production for a hypothetical performance with the cost of a ticket for a hypothetical audience.
<a href="#">TH.912.F.3.Su.b:</a>	Transfer selected skills and knowledge from theatre to the general work place.
<a href="#">TH.912.F.3.Pa.b:</a>	Recognize that theatrical productions have a cost that has to be recovered by selling tickets to an audience.

[TH.912.H.1.1:](#)

Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

**Related Access Points**

Name	Description
<a href="#">TH.912.H.1.In.a:</a>	Compare theatre works from a variety of playwrights from diverse culture and historical periods.
<a href="#">TH.912.H.1.Su.a:</a>	Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
<a href="#">TH.912.H.1.Pa.a:</a>	Recognize a variety of theatrical works.

[TH.912.H.1.2:](#)

Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

**Related Access Points**

Name	Description
<a href="#">TH.912.H.1.In.a:</a>	Compare theatre works from a variety of playwrights from diverse culture and historical periods.
<a href="#">TH.912.H.1.Su.a:</a>	Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
<a href="#">TH.912.H.1.Pa.a:</a>	Recognize a variety of theatrical works.

[TH.912.H.1.5:](#)

Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

**Related Access Points**

Name	Description
<a href="#">TH.912.H.1.In.c:</a>	Apply appropriate audience standards of behavior related to school and community standards.
<a href="#">TH.912.H.1.Su.c:</a>	Respond to performances with acceptable behavior related to school and community standards.
<a href="#">TH.912.H.1.Pa.c:</a>	Participate in audience response to performances related to school and community standards.

[TH.912.H.2.2:](#)

Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

**Related Access Points**

Name	Description
<a href="#">TH.912.H.2.In.a:</a>	Compare influences of culture and history on theatrical productions.
<a href="#">TH.912.H.2.Su.a:</a>	Recognize the influence of culture and history on theatrical productions.
<a href="#">TH.912.H.2.Pa.a:</a>	Recognize a variety of culturally significant theatrical works.

[TH.912.H.2.6:](#)

Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

**Related Access Points**

Name	Description
<a href="#">TH.912.H.2.In.a:</a>	Compare influences of culture and history on theatrical productions.
<a href="#">TH.912.H.2.Su.a:</a>	Recognize the influence of culture and history on theatrical productions.
<a href="#">TH.912.H.2.Pa.a:</a>	Recognize a variety of culturally significant theatrical works.

Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

[TH.912.H.3.3:](#)

**Remarks/Examples:**

e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages

**Related Access Points**

Name	Description
<a href="#">TH.912.H.3.In.b:</a>	Identify traditional and emerging technologies for theatre to support creativity and innovation in meeting technical production needs.

[TH.912.H.3.Su.b:](#) Identify selected traditional and emerging technologies for theatre to support creativity and innovation in meeting technical production needs.

[TH.912.H.3.Pa.b:](#) Recognize selected technologies to support production needs.

Explain how the social interactions of daily life are manifested in theatre.

[TH.912.H.3.5:](#)

**Remarks/Examples:**

e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy

**Related Access Points**

Name	Description
<a href="#">TH.912.H.3.In.d:</a>	Demonstrate cooperative, interpersonal social skills in a variety of classroom and extracurricular activities.
<a href="#">TH.912.H.3.Su.c:</a>	Participate in the maintenance of a health-enhancing level of personal fitness.
<a href="#">TH.912.H.3.Pa.d:</a>	Practice cooperative interpersonal social skills in a variety of classroom and extracurricular activities.

Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

[TH.912.O.1.1:](#)

**Remarks/Examples:**

e.g., beats, actions, subtext

**Related Access Points**

Name	Description
<a href="#">TH.912.O.1.In.a:</a>	Identify selected principles of dramatic structure to the creation or revision of a dramatic scene.
<a href="#">TH.912.O.1.Su.a:</a>	Recognize selected principles of dramatic structure to the creation or revision of a dramatic scene.
<a href="#">TH.912.O.1.Pa.a:</a>	Recognize a principle of dramatic structure to the creation or revision of a dramatic scene.

[TH.912.O.1.3:](#)

Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

**Related Access Points**

Name	Description
<a href="#">TH.912.O.1.In.a:</a>	Identify selected principles of dramatic structure to the creation or revision of a dramatic scene.
<a href="#">TH.912.O.1.Su.a:</a>	Recognize selected principles of dramatic structure to the creation or revision of a dramatic scene.
<a href="#">TH.912.O.1.Pa.a:</a>	Recognize a principle of dramatic structure to the creation or revision of a dramatic scene.

[TH.912.O.2.4:](#)

Construct and perform a pantomime of a complete story, showing a full character arc.

**Related Access Points**

Name	Description
<a href="#">TH.912.O.2.In.a:</a>	Apply selected principles of dramatic structure to the creation of a dramatic scene.
<a href="#">TH.912.O.2.Su.a:</a>	Apply a principle of dramatic structure to the creation of a dramatic scene.
<a href="#">TH.912.O.2.Pa.a:</a>	Contribute a principle of dramatic structure to the creation of a dramatic scene.

[TH.912.O.2.8:](#)

Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

**Related Access Points**

Name	Description
<a href="#">TH.912.O.2.In.a:</a>	Apply selected principles of dramatic structure to the creation of a dramatic scene.
<a href="#">TH.912.O.2.Su.a:</a>	Apply a principle of dramatic structure to the creation of a dramatic scene.
<a href="#">TH.912.O.2.Pa.a:</a>	Contribute a principle of dramatic structure to the creation of a dramatic scene.

Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.

[TH.912.O.3.2:](#)

**Remarks/Examples:**

e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round

**Related Access Points**

Name	Description
<a href="#">TH.912.O.3.In.b:</a>	Describe how the staging or technical design for a scene supports the artistic intent.
<a href="#">TH.912.O.3.Su.b:</a>	Identify how the staging or technical design for a scene supports the artistic intent.
<a href="#">TH.912.O.3.Pa.b:</a>	Recognize how a selected staging or technical design characteristic for a scene supports the artistic intent.

[TH.912.S.1.1:](#)

Describe the interactive effect of audience members and actors on performances.

**Related Access Points**

Name	Description
<a href="#">TH.912.S.1.In.a:</a>	Describe the proper audience etiquette at live and recorded performances.
<a href="#">TH.912.S.1.Su.a:</a>	Demonstrate proper audience etiquette at live and recorded performances.
<a href="#">TH.912.S.1.Pa.a:</a>	Recognize a characteristic of proper audience etiquette at live and recorded performances.

[TH.912.S.1.6:](#)

Respond appropriately to directorial choices for improvised and scripted scenes.

### Related Access Points

Name	Description
<a href="#">TH.912.S.1.In.d:</a>	Create, re-create, and refine a variety of theatrical performances.
<a href="#">TH.912.S.1.Su.d:</a>	Re-create and refine selected theatrical performances.
<a href="#">TH.912.S.1.Pa.d:</a>	Contribute to the creation, or re-creation, and refinement of a variety of theatrical performances.

Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

[TH.912.S.2.2:](#)

<b>Remarks/Examples:</b> e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
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### Related Access Points

Name	Description
<a href="#">TH.912.S.2.In.a:</a>	Create or re-create one or more technical design documents for a theatrical production.
<a href="#">TH.912.S.2.Su.a:</a>	Create or re-create selected components of one or more technical design documents for a theatrical production.
<a href="#">TH.912.S.2.Pa.a:</a>	Contribute to the creation or re-creation of one or more technical design documents for a theatrical production.

Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

[TH.912.S.2.3:](#)

<b>Remarks/Examples:</b> e.g., relationships, wants, needs, motivations
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### Related Access Points

Name	Description
<a href="#">TH.912.S.2.In.b:</a>	Describe physical and emotional qualities that define one or more major characters in a theatrical production.
<a href="#">TH.912.S.2.Su.b:</a>	Identify physical and emotional qualities that define one or more major characters in a theatrical production.
<a href="#">TH.912.S.2.Pa.b:</a>	Recognize a physical or emotional quality that defines one or more major characters in a theatrical production.

[TH.912.S.2.4:](#)

Sustain a character or follow technical cues in a production piece to show focus.

### Related Access Points

Name	Description
<a href="#">TH.912.S.2.In.c:</a>	Refine memorized scenes to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.Su.c:</a>	Refine memorized scenes to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.Pa.c:</a>	Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.

Strengthen acting skills by engaging in theatre games and improvisations.

[TH.912.S.2.8:](#)

<b>Remarks/Examples:</b> e.g., concentration, observation, imagination, sense memory, listening, reacting
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### Related Access Points

Name	Description
<a href="#">TH.912.S.2.In.c:</a>	Refine memorized scenes to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.Su.c:</a>	Refine memorized scenes to establish successful interpretation, expression, and believability.
<a href="#">TH.912.S.2.Pa.c:</a>	Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.

[TH.912.S.3.2:](#)

Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

### Related Access Points

Name	Description
<a href="#">TH.912.S.3.In.b:</a>	Demonstrate a variety of theatrical skills and techniques in rehearsal and performance.
<a href="#">TH.912.S.3.Su.b:</a>	Demonstrate selected theatrical skills and techniques in rehearsal and performance.
<a href="#">TH.912.S.3.Pa.b:</a>	Contribute to a variety of theatrical performances.

[TH.912.S.3.3:](#)

Develop acting skills and techniques in the rehearsal process.

### Related Access Points

Name	Description
<a href="#">TH.912.S.3.In.b:</a>	Demonstrate a variety of theatrical skills and techniques in rehearsal and performance.
<a href="#">TH.912.S.3.Su.b:</a>	Demonstrate selected theatrical skills and techniques in rehearsal and performance.
<a href="#">TH.912.S.3.Pa.b:</a>	Contribute to a variety of theatrical performances.

There are more than 36 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12905>





# Access Two-Dimensional Studio Art 1 (#7967025)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7967025

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

**Course Section:** Exceptional Student Education

**Number of Credits:** Multiple credits

**Course Type:** Elective

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

**Keywords:** art, studio art, access points, ESE high school art

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

**Abbreviated Title:** Access 2-D Studio Art 1

**Course Length:** Year (Y)

## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>

### Related Access Points

Name	Description
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

[VA.912.C.1.4:](#)

**Remarks/Examples:**

e.g., symbolism, spatial relationship

**Related Access Points**

Name	Description
<a href="#">VA.912.C.1.In.c:</a>	Use visual evidence and prior knowledge to analyze multiple interpretations of works of art.
<a href="#">VA.912.C.1.Su.c:</a>	Describe observations and apply prior knowledge to interpret visual information and analyze works of art.
<a href="#">VA.912.C.1.Pa.c:</a>	Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.

Identify rationale for aesthetic choices in recording visual media.

[VA.912.C.1.6:](#)

**Remarks/Examples:**

e.g., two-, three-, and four-dimensional media, motion or multi-media

**Related Access Points**

Name	Description
<a href="#">VA.912.C.1.In.d:</a>	Assess personal artwork during production to refine work and achieve artistic objective.
<a href="#">VA.912.C.1.Su.d:</a>	Analyze and revise artworks to meet established criteria.
<a href="#">VA.912.C.1.Pa.d:</a>	Use defined criteria to analyze and revise artworks.

[VA.912.C.2.4:](#)

Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

**Related Access Points**

Name	Description
<a href="#">VA.912.C.2.In.c:</a>	Classify artworks by commonalities in methods, media, style, and periods.
<a href="#">VA.912.C.2.Su.c:</a>	Match artworks by methods, media, style, and periods.
<a href="#">VA.912.C.2.Pa.c:</a>	Recognize major artistic media and styles.

Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

[VA.912.C.3.1:](#)

**Remarks/Examples:**

e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning

**Related Access Points**

Name	Description
<a href="#">VA.912.C.3.In.a:</a>	Use a defined rubric to evaluate works of art.
<a href="#">VA.912.C.3.Su.a:</a>	Use defined criteria to respond to works of art.
<a href="#">VA.912.C.3.Pa.a:</a>	Use a teacher-selected criterion to respond to a variety of works of art.

Discuss how the aesthetics of artwork and utilitarian objects have changed over time.

[VA.912.C.3.6:](#)

**Remarks/Examples:**

e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art

**Related Access Points**

Name	Description
<a href="#">VA.912.C.3.In.d:</a>	Identify significant changes in the aesthetics of artwork and utilitarian objects over time.
<a href="#">VA.912.C.3.Su.d:</a>	Recognize selected, significant changes in the aesthetics of artwork and utilitarian objects over time.
<a href="#">VA.912.C.3.Pa.d:</a>	Select preferred aesthetics of artworks and utilitarian objects.

[VA.912.F.1.3:](#)

Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

[VA.912.H.1.2:](#)

Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.

**Related Access Points**

Name	Description
<a href="#">VA.912.H.1.In.b:</a>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community venues.
<a href="#">VA.912.H.1.Su.b:</a>	Identify and practice specified procedures and etiquette as part of an art audience.
<a href="#">VA.912.H.1.Pa.b:</a>	Practice specified procedures and etiquette as part of an art audience.

[VA.912.H.1.5:](#)

Investigate the use of technology and media design to reflect creative trends in visual culture.

**Related Access Points**

Name	Description
<a href="#">VA.912.H.1.In.d:</a>	Describe the impact of major technological developments on visual art production and appreciation.
<a href="#">VA.912.H.1.Su.d:</a>	Recognize artwork produced by a variety of traditional and contemporary technologies.
<a href="#">VA.912.H.1.Pa.c:</a>	Associate artwork with the technology used to produce it.

[VA.912.H.2.1:](#)

Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

**Related Access Points**

Name	Description
<a href="#">VA.912.H.2.In.a:</a>	Describe how technology has led to the development of new art styles over time.
<a href="#">VA.912.H.2.Su.a:</a>	Recognize how technology influences the creation of visual art.
<a href="#">VA.912.H.2.Pa.a:</a>	Recognize structural elements of art and organizational principles of design to create and respond to artworks.

Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.

[VA.912.H.3.2:](#)

**Remarks/Examples:**  
e.g., facts, ideas, solutions, brainstorming, field testing

**Related Access Points**

Name	Description
<a href="#">VA.912.H.3.In.a:</a>	Apply knowledge and skills from other disciplines and curriculum to visual art.
<a href="#">VA.912.H.3.Su.a:</a>	Apply knowledge and selected skills from other disciplines and curriculum to visual art.
<a href="#">VA.912.H.3.Pa.a:</a>	Use visual art to represent information from other fields.

[VA.912.O.1.1:](#)

Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.

**Related Access Points**

Name	Description
<a href="#">VA.912.O.1.In.a:</a>	Create artworks that demonstrate skilled use of media to convey personal vision.
<a href="#">VA.912.O.1.Su.a:</a>	Select and use structural elements of art and organizational principles of design to create artworks.
<a href="#">VA.912.O.1.Pa.a:</a>	Use teacher-selected structural elements of art and principles of design to create artworks.

[VA.912.O.2.2:](#)

Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

**Related Access Points**

Name	Description
<a href="#">VA.912.O.2.In.a:</a>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<a href="#">VA.912.O.2.Su.a:</a>	Apply basic structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.912.O.2.Pa.a:</a>	Use basic structural elements of art to create and respond to artworks.

There are more than 234 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12906>



# Career Education: 9-12 (#7921330)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7921330  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** General > **Subject:** Academics - Subject Areas >  
**Abbreviated Title:** CAR ED: 9-12

## VERSION DESCRIPTION

**A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired postschool outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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

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

**B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the student's Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems. Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

**1. Demonstrate knowledge of planning tools and resources for personal and career planning (e.g., aptitude surveys and inventories, counseling, community agencies, computer-based programs).**

**2. Use a planning process to establish personal and career goals.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

**3. Demonstrate knowledge of career options.**

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

**4. Demonstrate understanding of entry-level job responsibilities and social competencies necessary for successful employment.**

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

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

CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.

CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

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

**5. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

**6. Demonstrate knowledge of options for high school diploma and requirements for postschool training that relate to desired career and postschool outcomes.**

**7. Demonstrate knowledge of the role of self-advocacy in personal life and in the workplace.**

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

**8. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

**9. Demonstrate effective strategies and problem-solving skills to be used when completing tasks at school, in the home, and in the community.**

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

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

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

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

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

**10. Demonstrate knowledge of contributing factors for positive self-esteem and personal feelings of efficacy.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

**11. Demonstrate personal care skills that meet demands of situations at school, in the home, in the workplace, and in the community.**

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

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

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

**12. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).**

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

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

**13. Demonstrate safe travel skills within and beyond the community including using public or private transportation if appropriate.**

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

**14. Demonstrate understanding of appropriate activities for recreation and leisure.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

**15. Demonstrate knowledge of the nature and importance of community involvement and participation for all citizens.**

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

**16. Demonstrate effective communication skills for use in school, home, workplace, and community settings.**

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
- CO.A.1.Pa.1 participate in effective communication with others—with assistance.

**17. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.**

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.1.Pa.1 participate effectively in group situations—with assistance.
- SE.A.2.In.1 interact acceptably—with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

**Course Standards**

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Preparation for Entrepreneurship/Self-Employment (#7980040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7980040	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> PREP FOR ENTREP/EMP
	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

**Purpose**  
The purpose of this course is to prepare students with disabilities to pursue entrepreneurship/self-employment. Students will acquire skills needed to explore their potential as entrepreneurs and develop necessary skills to plan and operate a business with support and assistance.

### Course Requirements

#### Overview of Entrepreneurship/Self-Employment

1. Describe the importance and economic impact of small businesses, including entrepreneurship/self-employment.
2. Identify advantages and disadvantages of owning a business and working for an established business.
3. Identify strategies for generating ideas and planning a new business.
4. Explain the importance of adhering to government regulations when owning and operating a business.
5. Describe the importance of ethics in business.
6. Describe entrepreneurship/self-employment opportunities as a career planning option.

#### Person-Centered Planning

7. Identify personal strengths, interests, aptitudes, and abilities related to entrepreneurship/self-employment opportunities.
8. Identify individual supports needed, such as family and community agencies and resources, to start a business.
9. Create and maintain a personal and career plan.

#### Agency Linkages

10. Match agency services and supports to personal needs for entrepreneurship/self-employment.
11. Follow procedures to access and use needed agency resources.

#### Business Planning

12. Identify the purpose and components of a business plan.
13. Identify resources available to assist in the development of a business plan.
14. Explain how to evaluate the performance of a self-owned and -operated business, such as goals, outcomes, and impact; and effectiveness, efficiency, and sustainability.
15. Develop a personal business plan for entrepreneurship/self-employment based on an identified area of interest.

#### Essential Skills

16. Present appropriate information to specific audiences, interpret verbal and nonverbal responses, and apply listening skills to obtain and clarify information.
17. Analyze data and construct charts/tables/graphs to track business performance, make decisions, and solve problems.
18. Demonstrate financial-management concepts, procedures, and strategies related to business ownership.
19. Employ technological tools to meet business needs.
20. Demonstrate effective working relationships to accomplish objectives and tasks.
21. Employ critical thinking skills, creativity, and interpersonal skills to solve problems and resolve conflicts.
22. Describe personal practices and jobsite safety rules and regulations required to maintain safe and healthy work environments.

## GENERAL NOTES

This course is intended for students with disabilities in grades 11–12 and for students with disabilities who have not graduated with a standard diploma and are 18–22 years old. It is recommended that students have previously completed Career Preparation: 9–12 (Course Number 7980110), or Transition Planning: 9–12 (Course Number 7960010). This course is not intended to assist students with opening their own business, but to provide them with the necessary skills to pursue entrepreneurship/self-employment post-school.

Features of the entrepreneurship/self-employment course may include a school-based enterprise, intensive training, monitoring, advocacy, and support. It is recommended that students become involved in the development and implementation of a business plan for a school-based enterprise, if available.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Multiple credits may be earned sequentially or simultaneously.

## SCOPE AND SEQUENCE RESOURCES

- [Click to download the scope and sequence as a Microsoft Word document](#)
- [Click to download the scope and sequence as an Adobe PDF document](#)

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Career Preparation (#7980110)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7980110	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> CAR PREP
	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

### Purpose

The purpose of this course is to enable students to acquire the knowledge and skills necessary to identify a broad range of career options and community resources and to develop work-related competencies.

### Course Requirements

#### Self-Determination and Self-Advocacy

1. Demonstrate self-awareness of personal abilities and disability and their impact on career planning and career choices.
2. Describe appropriate self-determination and self-advocacy strategies in a variety of community and workplace situations.

#### Career Planning

3. Describe the purpose and components of a personal career plan.  
  
Identify own interests and aptitudes related to postsecondary education/training and employment.
4. Create a career plan focusing on postsecondary education/training and employment goals based on results of transition assessments.

#### Career Exploration

5. Describe careers in a range of occupational clusters.
6. Describe career opportunities within each cluster, employment outlook, and postsecondary education/training requirements.

#### Employability Skills

7. Demonstrate competencies to conduct a job search, including locating job openings using the newspaper, Internet, and networking with others.
8. Demonstrate competencies to apply for a job, including completing a generic job application (electronic or paper), creating a basic resume, and preparing responses to common questions in job interviews and pre-employment inventories.
9. Describe effective work habits and ethical behavior in the workplace.
10. Describe appropriate attire and personal care skills that meet demands of a variety of workplace situations.

#### Community Resources and Agencies Related to Careers

11. Identify community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.
12. Describe sources and features of public and private transportation in the community.

#### Rights, Benefits, and Responsibilities of Employment

13. Identify legal rights of persons with disabilities in the school, community, and workplace based on the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act, and child labor laws.
14. Identify benefits related to employment, such as health insurance, workers compensation, leave time, retirement options, and Social Security.
15. Identify financial concepts and requirements related to employment, such as wages, withholding taxes, and employment forms (W4, W2).

#### Workplace Competencies

16. Describe decision-making and problem-solving processes used in workplace situations.
17. Identify competencies for employment in a variety of settings.
18. Identify health and safety requirements in various workplace settings.
19. Use communication skills (verbal, written, nonverbal) needed for success in the workplace.

## GENERAL NOTES

This is the first of a three-course series designed to prepare students for employment. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision and instructional assistance. The third course involves training through paid employment in Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

A student may earn multiple credits in this course. The particular course requirements that students should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

## SCOPE AND SEQUENCE RESOURCES

- [Click to download the scope and sequence as a Microsoft Word document](#)
- [Click to download the scope and sequence as an Adobe PDF document](#)

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Career Experiences (#7980120)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7980120  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Career and Technical Education For Students With Disabilities > **Abbreviated Title:** CAR EXPS  
**Course Length:** Year (Y)

## VERSION DESCRIPTION

### Purpose

The purpose of this course is to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Non-paid community-based vocational education (non-paid CBVE) training programs are typically implemented through this course.

### Course Requirements

#### Self-Determination and Self-Advocacy

1. Apply appropriate self-determination and self-advocacy strategies in a variety of school and community work settings.

#### Career Planning

2. Evaluate own interests and aptitudes related to postsecondary education/training and employment.
3. Select postsecondary education/training and employment options based on identified skills, preferences, and interests.
4. Use transition assessment results to update and revise personal career plan, including postsecondary education/training and employment goals.

#### Employability Skills

5. Demonstrate competencies to apply for a targeted job, including completing the job application (electronic or paper), updating personal resume, and participating in mock job interviews.
6. Demonstrate effective work habits and ethical behavior in school and community work settings.
7. Demonstrate appropriate attire and personal care skills to meet demands of a variety of school and community work settings.

#### Community Resources and Agencies Related to Employment

8. Describe community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.
9. Demonstrate the ability to navigate the community using public and private transportation.

#### Rights, Benefits, and Responsibilities of Employment

10. Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act (FLSA), and child labor laws.
11. Explain benefits related to employment, such as health insurance, workers' compensation, leave time, retirement options, and Social Security.

#### Workplace Competencies

12. Demonstrate work-related skills, including the use of technology, tools, and equipment, at selected job sites.
13. Apply decision-making and problem-solving processes used in school and community work settings.
14. Demonstrate competencies for employment in a variety of school and community work settings.
15. Follow health and safety requirements in a variety of school and community work settings.
16. Apply effective communication skills (verbal, written, nonverbal) in school and community work settings.

## GENERAL NOTES

This is the second of a three-course series designed to prepare students for employment. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision and instructional assistance. The third course involves training through paid employment in Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

This course includes non-paid community-based vocational education involving exploration, assessment, and training. Instructional activities that include practical applications of course requirements may occur in naturalistic work settings in the school and community for the purposes of practice, generalization, and further development of skills.

As a general rule, students participating in non-paid CBVE should not spend more than the allocated hours described below in a single job description/classification during any one school year:

- **Vocational exploration—up to five hours per job experienced**

The student observes the job and talks with employees. Any actual work trial in this phase should be very brief and limited and under the direct supervision of school personnel.

- **Vocational assessment—up to 90 hours per job experienced**

The student performs work assignments in various businesses (employment settings) under the direct supervision of school personnel and employees of the business. Assessment data are systematically collected on the student's interests, aptitudes, needs, learning styles, work habits, behaviors, personal and social skills, values and attitudes, and stamina.

- **Vocational training—up to 120 hours per job experienced**

The student is placed in various employment settings for work experience. The students, parents, and school personnel should develop a detailed, written training plan that includes the competencies to be acquired, the method(s) of instruction to be used and the procedures for the evaluation of the training experience. The purpose of this component is to enable students to develop the competencies and behaviors needed to secure and maintain paid employment.

The U.S. Department of Labor considers a complex series of factors and criteria for the legal determination as to whether or not the activities of the students at the CBVE placement site would result in an immediate advantage to the business that could trigger a violation of the FLSA. For more information, refer to Non-Paid Community-Based Vocational Educational (CBVE) Programs (Technical Assistance Paper FY 2006–2), Florida Department of Education available at <http://www.fldoe.org/ese/tap-home.asp>.

A student may earn multiple credits in this course. The particular course requirements that students should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

## SCOPE AND SEQUENCE RESOURCES

- [Click to download the scope and sequence as a Microsoft Word document](#)
- [Click to download the scope and sequence as an Adobe PDF document](#)

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Career Placement (#7980130)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7980130	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> CAR PL
	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

### Purpose

The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation.

### Course Requirements

#### Self-Determination and Self-Advocacy

1. Apply skills of self-advocacy and self-determination in the community and workplace.

#### Career Planning

2. Apply planning processes in evaluating and revising a personal career plan, including postsecondary education/training and employment goals.

#### Community Resources

3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training.

#### Rights, Benefits, and Responsibilities of Employment

4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as Fair Labor Standards Act, Americans with Disabilities Act, and the Rehabilitation Act.
6. Follow procedures to access employment benefits, such as leave time, workers' compensation, and retirement options.

#### Workplace Competencies

7. Perform job-specific duties required to maintain employment.
8. Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.
9. Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.
10. Use decision-making and problem-solving skills required to maintain employment.
11. Use oral and written communication skills needed in the workplace.
12. Use technological tools needed in the workplace.

#### Financial Management

13. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks.

## GENERAL NOTES

This is the last course of a three-course sequence designed to prepare students for careers and postschool adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision or instructional assistance. The third course in the sequence is Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

The Career Placement course is designed primarily for students who are generally capable of working and living independently and may need minimal assistance. Students are

expected to perform job duties independently once they have mastered the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student's individual educational plan (IEP).

NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (<http://www.dol.gov/whd/flsa/>).

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

## SCOPE AND SEQUENCE RESOURCES

- [Click to download the scope and sequence as a Microsoft Word document](#)
- [Click to download the scope and sequence as an Adobe PDF document](#)

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Supported Competitive Employment (#7980150)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7980150	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> SUP COMPE EMPLOY
	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

**Purpose**  
The purpose of this course is to provide customized training through paid employment for students with disabilities to facilitate progress toward attaining measurable postsecondary goals in a customized, paid employment situation. This course will enable students to apply career knowledge and skills to perform work-related behaviors in a paid employment situation with needed supports and assistance.

### Course Requirements

#### Self-Determination and Self-Advocacy

1. Apply skills of self-advocacy and self-determination in the community and workplace.

#### Career Planning

2. Apply planning processes in evaluating and revising a personal career plan, including postsecondary education/training and employment goals.

#### Community Resources

3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training.

#### Rights, Benefits, and Responsibilities of Employment

4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
6. Follow procedures to access employment benefits, such as leave time, workers' compensation, and retirement options.

#### Workplace Competencies

7. Perform job-specific duties required to maintain employment.
8. Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.
9. Demonstrate effective communication and cooperation with the employment specialist, supervisors, and co-workers.
10. Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.
11. Use decision-making and problem-solving skills required to maintain employment.
12. Use oral and written communication skills needed in the workplace.
13. Use technological tools needed in the workplace.

#### Financial Management

14. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks.

## GENERAL NOTES

This is the last course of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision or instructional assistance. The third course involves Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

The Supported Competitive Employment course is designed for students who are generally capable of living and working with ongoing supervision and support. Placement of a student in the Supported Competitive Employment course is determined by the amount of support and assistance that must be provided for the student as specified in the student's individual educational plan (IEP). Supports are based on the needs of the individual student outlined in an individual task analysis:

- Sequential job duties
- Work habits
- Levels of support
- Accommodations needed to accomplish job duties
- Mastery scale of job duties

Features of customized employment include intensive onsite training, fading, ongoing monitoring, and onsite advocacy. Students receive one-to-one intensive training by an

employment specialist/job coach. Students receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation have been 20 percent or less of normal work hours for at least 60 calendar days.

This course enables students with disabilities to apply career knowledge and skills to perform work-related behaviors with individualized, on-the-job support from an employment specialist/job coach. Students may require ongoing support services (natural supports, agency services) to master the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student's IEP.

NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (<http://www.dol.gov/whd/flsa/>).

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

## SCOPE AND SEQUENCE RESOURCES

- [Click to download the scope and sequence as a Microsoft Word document](#)
- [Click to download the scope and sequence as an Adobe PDF document](#)

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Technology Education (#7980190)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7980190	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> TECH ED
	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

### Purpose

The purpose of this course is to enable students with disabilities to apply knowledge and skills regarding the safe and appropriate use of technology in the school, workplace, and community. Students will investigate careers in technology.

### Course Requirements

#### Technology Systems

1. Describe uses of technology in a variety of school, workplace, and community settings.
2. Identify computer components and their functions.
  - a. Identify various computer input devices (e.g., mouse, keyboard, phone, camera) and describe their use.
  - b. Identify various computer output devices (e.g., monitor, printer, phone) and describe their use.
  - c. Identify various storage devices (e.g., flash drive, iPod, phone, external hard drive, etc.).
3. Demonstrate knowledge of different operating systems.
  - a. Demonstrate proficiency with file management tasks.
4. Demonstrate proficiency with common computer peripherals, including connections to standard input and output devices.
  - a. Identify the types and purposes of common input devices (e.g., mouse, keyboard, camera, microphone, scanner).
  - b. Identify the types and purposes of specialized input devices (e.g., digital cameras, mobile devices, GPS devices).
  - c. Describe the types and purposes of various computer connection ports (e.g., USB, firewire, parallel, series, Ethernet, et al).
  - d. Connect an input device (e.g., mouse, keyboard, cell phone, camera, et al) and verify proper operation.
  - e. Connect an output device (e.g., printer, monitor, projector, et al) and verify proper operation.
5. Demonstrate proficiency in communication using digital and multimedia technologies.
  - a. Use a portable digital video device (e.g., cell phone, Flip camera) to produce video clips for transfer onto a computer.
6. Select technology devices, such as cell phones, computers, and tablets, by comparing features that meet individual needs and financial resources.

#### Technology Applications

7. Demonstrate basic keyboarding skills used with common software applications.
8. Develop and apply word processing and document manipulation skills.
  - a. Apply and adjust margins, tabs, line spacing and paragraph indents.
  - b. Insert and manipulate text, graphics/images, and WordArt.
  - c. Format text using the font interface and styles interface.
  - d. Use the status bar to determine the number of pages, words, and characters in a document.
  - e. Insert codes for current date and time.
  - f. Copy text between documents using mouse, menu, and keyboard techniques.
  - g. Move text in a document using mouse, menu, and keyboard techniques.
  - h. Create bulleted and numbered lists.
    - i. **Create a table – format rows, columns and cells.**
  - j. Insert page breaks.
9. Develop and apply fundamental spreadsheet skills.
  - a. Describe a spreadsheet and the ways in which it may be used.
  - b. Identify the parts of the spreadsheet display.
  - c. Insert and format text information into cells.
  - d. Insert and format numeric information into cells.
  - e. Insert and format date and time information into cells.
10. Demonstrate proficiency in using presentation software.
  - a. Describe presentation software and the ways in which it may be used.
  - b. Add and format titles, subtitles, and talking points to a presentation slide.
  - c. Insert and format images/graphics onto slides.
  - d. Insert new or duplicate slides.
11. Demonstrate proficiency in using graphics software.

- a. Copy and paste graphic images.
- b. Alter the shapes and colors used in a graphic image.

### Internet and Webpages

12. Demonstrate proficiency using the Internet to locate information.
  - a. Identify and use web terminology.
  - b. Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).
  - c. Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).
13. Demonstrate an understanding of webpage construction, operation, and function.
  - a. Identify elements of a webpage.
14. Demonstrate proficiency in using a GUI authoring tool to create a template-based website.
  - a. Create a website using an available template.
  - b. Create hyperlinks to external sites.
15. Conduct basic research using resources located on the Internet.
  - a. Evaluate search results to determine those sites or resources that best meet the research criteria.
  - b. Incorporate the results from the Internet search into a research document (e.g., report, synopsis, et al).
16. Demonstrate appropriate use of email.
  - a. Describe email capabilities and functions.
  - b. Identify components of an email message.
  - c. Identify the components of an email address.
  - d. Attach a file to an email message.
  - e. Forward an email message to one or more addressees.
  - f. Use an address book.
  - g. Reply to an email message.
  - h. Use the Internet to perform email activities (i.e., web-based email).
    - i. Identify the appropriate use of email and demonstrate related email etiquette.
17. Demonstrate how accessibility features of software programs can be used to meet individual needs.

### Safe Use of Technology

18. Demonstrate an understanding of Internet safety and ethics.
  - a. Describe cyber-bullying and its impact on perpetrators and victims.
  - b. Differentiate between viruses and malware, specifically their sources, ploys, and impact on personal privacy and computer operation, and ways to avoid infection.
  - c. Demonstrate proficiency running an antivirus scan to remove viruses and malware.
  - d. Describe risks associated with social networking sites (e.g., FaceBook, MySpace, and Twitter) and ways to mitigate these risks.
  - e. Adhere to cyber safety practices with regard to conducting Internet searches, email, chat rooms, and other social network websites.
  - f. Describe risks associated with sexting, including related legal issues, social engineering aspects, prevention methods, and reporting of offenses.
  - g. Describe the risks associated with online gaming and ways to mitigate these risks.
  - h. Describe the ethics and copyright legalities of downloading music or videos from the Internet.

### Careers in Technology

19. Describe careers in technology and related fields.
20. Explain job responsibilities and competencies necessary for successful employment in technology and related fields.
21. Evaluate personal interests and abilities related to careers in technology and postsecondary education/training opportunities.

## GENERAL NOTES

This course integrates program standards from the Curriculum Framework for Information & Communications Technology (ICT) Essentials, Program Number 9009100. Additional requirements included in this course are designed to meet the needs of students with disabilities.

Application activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to technology. Equipment and supplies are needed to enhance learning experiences for students.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Research Methodology for Students who are Gifted (#7965010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7965010	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Gifted >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> MTH STUS GIFTED
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

This course will develop an understanding of research methods and strategies that manifest themselves in a variety of disciplines and intellectual pursuits. Research methodology, in this context, includes both research done for academic pursuits as well as that which is pursued for personal interest. Methods of analysis, of discerning the importance and nature of differing sources, and the pursuit of further study are all significant parts of the activities that embody research.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- develop a broad range of research methods
- pursue further study in areas and ideas of significant interest
- use research methodology appropriate for a selected discipline or area of study
- conduct and integrate research in multiple fields/studies
- employ primary and secondary resource materials in research methods
- apply the use of technology to search for information, manage projects
- explore creative expression through a variety of cognitive avenues
- produce a variety of meaningful products

English Language Development (ELD) Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Special Note

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

## Course Standards

### Integrate Florida Standards for Mathematical Practice (MP) as applicable.

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">G.K12.1.1.1a:</a>	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
<a href="#">G.K12.1.1.1b:</a>	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
<a href="#">G.K12.1.1.1c:</a>	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
<a href="#">G.K12.1.1.1d:</a>	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
<a href="#">G.K12.1.1.2a:</a>	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
<a href="#">G.K12.1.1.2b:</a>	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
<a href="#">G.K12.1.1.2c:</a>	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
<a href="#">G.K12.1.1.2d:</a>	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
<a href="#">G.K12.1.1.3a:</a>	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
<a href="#">G.K12.1.1.3b:</a>	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
<a href="#">G.K12.1.1.3c:</a>	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
<a href="#">G.K12.1.1.3d:</a>	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
<a href="#">G.K12.1.1.4a:</a>	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
<a href="#">G.K12.1.1.4b:</a>	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
<a href="#">G.K12.1.1.4c:</a>	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
<a href="#">G.K12.1.1.4d:</a>	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
<a href="#">G.K12.1.2.1a:</a>	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
<a href="#">G.K12.1.2.1b:</a>	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
<a href="#">G.K12.1.2.1c:</a>	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
<a href="#">G.K12.1.2.1d:</a>	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
<a href="#">G.K12.1.2.1e:</a>	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
<a href="#">G.K12.1.2.1f:</a>	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
<a href="#">G.K12.1.2.1g:</a>	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
<a href="#">G.K12.1.2.1h:</a>	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
<a href="#">G.K12.1.2.2a:</a>	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
<a href="#">G.K12.1.2.2b:</a>	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
<a href="#">G.K12.1.2.2c:</a>	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.

<a href="#">G.K12.1.2.2d:</a>	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
<a href="#">G.K12.1.2.3a:</a>	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
<a href="#">G.K12.1.2.3b:</a>	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.
<a href="#">G.K12.1.2.3c:</a>	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
<a href="#">G.K12.1.2.3d:</a>	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
<a href="#">G.K12.1.3.1a:</a>	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
<a href="#">G.K12.1.3.1b:</a>	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
<a href="#">G.K12.1.3.1c:</a>	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
<a href="#">G.K12.1.3.1d:</a>	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
<a href="#">G.K12.1.3.2a:</a>	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
<a href="#">G.K12.1.3.2b:</a>	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
<a href="#">G.K12.1.3.2c:</a>	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
<a href="#">G.K12.1.3.2d:</a>	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
<a href="#">G.K12.1.3.3a:</a>	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
<a href="#">G.K12.1.3.3b:</a>	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
<a href="#">G.K12.1.3.3c:</a>	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
<a href="#">G.K12.1.3.3d:</a>	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
<a href="#">G.K12.1.3.4a:</a>	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
<a href="#">G.K12.1.3.4b:</a>	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
<a href="#">G.K12.1.3.4c:</a>	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
<a href="#">G.K12.1.3.4d:</a>	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
<a href="#">G.K12.2.1.1a:</a>	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
<a href="#">G.K12.2.1.1b:</a>	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
<a href="#">G.K12.2.1.1c:</a>	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
<a href="#">G.K12.2.1.1d:</a>	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
<a href="#">G.K12.2.1.2a:</a>	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
<a href="#">G.K12.2.1.2b:</a>	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
<a href="#">G.K12.2.1.2c:</a>	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
<a href="#">G.K12.2.1.2d:</a>	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
<a href="#">G.K12.2.1.3a:</a>	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
<a href="#">G.K12.2.1.3b:</a>	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
<a href="#">G.K12.2.1.3c:</a>	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
<a href="#">G.K12.2.1.3d:</a>	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
<a href="#">G.K12.2.2.1a:</a>	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
<a href="#">G.K12.2.2.1b:</a>	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
<a href="#">G.K12.2.2.1c:</a>	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
<a href="#">G.K12.2.2.1d:</a>	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
<a href="#">G.K12.2.2.2a:</a>	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
<a href="#">G.K12.2.2.2b:</a>	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
<a href="#">G.K12.2.2.2c:</a>	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
<a href="#">G.K12.2.2.2d:</a>	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
<a href="#">G.K12.2.3.1a:</a>	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
<a href="#">G.K12.2.3.1b:</a>	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
<a href="#">G.K12.2.3.1c:</a>	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
<a href="#">G.K12.2.3.1d:</a>	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
<a href="#">G.K12.2.3.2a:</a>	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
<a href="#">G.K12.2.3.2b:</a>	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
<a href="#">G.K12.2.3.2c:</a>	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
<a href="#">G.K12.2.3.2d:</a>	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.
<a href="#">G.K12.3.1.1a:</a>	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
<a href="#">G.K12.3.1.1b:</a>	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
<a href="#">G.K12.3.1.1c:</a>	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
<a href="#">G.K12.3.1.1d:</a>	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
<a href="#">G.K12.3.1.2a:</a>	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
<a href="#">G.K12.3.1.2b:</a>	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
<a href="#">G.K12.3.1.2c:</a>	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.
<a href="#">G.K12.3.1.2d:</a>	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.

<a href="#">G.K12.3.1.3a:</a>	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
<a href="#">G.K12.3.1.3b:</a>	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
<a href="#">G.K12.3.1.3c:</a>	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.
<a href="#">G.K12.3.1.3d:</a>	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
<a href="#">G.K12.3.2.1a:</a>	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
<a href="#">G.K12.3.2.1b:</a>	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
<a href="#">G.K12.3.2.1c:</a>	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
<a href="#">G.K12.3.2.1d:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
<a href="#">G.K12.3.2.1e:</a>	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book (e.g., table of contents, index, appendices, glossary, index, title page).
<a href="#">G.K12.3.2.1f:</a>	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
<a href="#">G.K12.3.2.1g:</a>	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
<a href="#">G.K12.3.2.1h:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
<a href="#">G.K12.3.3.1a:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
<a href="#">G.K12.3.3.1b:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
<a href="#">G.K12.3.3.1c:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
<a href="#">G.K12.3.3.1d:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
<a href="#">G.K12.3.3.1e:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
<a href="#">G.K12.3.3.1f:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
<a href="#">G.K12.3.3.1g:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
<a href="#">G.K12.3.3.1h:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
<a href="#">G.K12.3.3.2a:</a>	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
<a href="#">G.K12.3.3.2b:</a>	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
<a href="#">G.K12.3.3.2c:</a>	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
<a href="#">G.K12.3.3.2d:</a>	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
<a href="#">G.K12.3.4.1a:</a>	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
<a href="#">G.K12.3.4.1b:</a>	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
<a href="#">G.K12.3.4.1c:</a>	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
<a href="#">G.K12.3.4.1d:</a>	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
<a href="#">G.K12.4.1.1a:</a>	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
<a href="#">G.K12.4.1.1b:</a>	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
<a href="#">G.K12.4.1.1c:</a>	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
<a href="#">G.K12.4.1.1d:</a>	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
<a href="#">G.K12.4.1.2a:</a>	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
<a href="#">G.K12.4.1.2b:</a>	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
<a href="#">G.K12.4.1.2c:</a>	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
<a href="#">G.K12.4.1.2d:</a>	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
<a href="#">G.K12.4.1.3a:</a>	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
<a href="#">G.K12.4.1.3b:</a>	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
<a href="#">G.K12.4.1.3c:</a>	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
<a href="#">G.K12.4.1.3d:</a>	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
<a href="#">G.K12.4.1.4a:</a>	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
<a href="#">G.K12.4.1.4b:</a>	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
<a href="#">G.K12.4.1.4c:</a>	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
<a href="#">G.K12.4.1.4d:</a>	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
<a href="#">G.K12.4.1.5a:</a>	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
<a href="#">G.K12.4.1.5b:</a>	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
<a href="#">G.K12.4.1.5c:</a>	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
<a href="#">G.K12.4.1.5d:</a>	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
<a href="#">G.K12.4.2.1a:</a>	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
<a href="#">G.K12.4.2.1b:</a>	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.
<a href="#">G.K12.4.2.1c:</a>	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
<a href="#">G.K12.4.2.1d:</a>	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
<a href="#">G.K12.4.2.2a:</a>	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
<a href="#">G.K12.4.2.2b:</a>	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
<a href="#">G.K12.4.2.2c:</a>	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
<a href="#">G.K12.4.2.2d:</a>	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
<a href="#">G.K12.4.2.3a:</a>	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
<a href="#">G.K12.4.2.3b:</a>	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.

<a href="#">G.K12.4.2.3c:</a>	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
<a href="#">G.K12.4.2.3d:</a>	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
<a href="#">G.K12.4.2.4a:</a>	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
<a href="#">G.K12.4.2.4b:</a>	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
<a href="#">G.K12.4.2.4c:</a>	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
<a href="#">G.K12.4.2.4d:</a>	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
<a href="#">G.K12.4.3.1a:</a>	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
<a href="#">G.K12.4.3.1b:</a>	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
<a href="#">G.K12.4.3.1c:</a>	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
<a href="#">G.K12.4.3.1d:</a>	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
<a href="#">G.K12.4.3.2a:</a>	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
<a href="#">G.K12.4.3.2b:</a>	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
<a href="#">G.K12.4.3.2c:</a>	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
<a href="#">G.K12.4.3.2d:</a>	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
<a href="#">G.K12.4.3.2e:</a>	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
<a href="#">G.K12.4.3.2f:</a>	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
<a href="#">G.K12.4.3.2g:</a>	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
<a href="#">G.K12.4.3.2h:</a>	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
<a href="#">G.K12.4.3.3a:</a>	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
<a href="#">G.K12.4.3.3b:</a>	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
<a href="#">G.K12.4.3.3c:</a>	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
<a href="#">G.K12.4.3.3d:</a>	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
<a href="#">G.K12.5.1.1a:</a>	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
<a href="#">G.K12.5.1.1b:</a>	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
<a href="#">G.K12.5.1.1c:</a>	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
<a href="#">G.K12.5.1.1d:</a>	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
<a href="#">G.K12.5.1.2a:</a>	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
<a href="#">G.K12.5.1.2b:</a>	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
<a href="#">G.K12.5.1.2c:</a>	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
<a href="#">G.K12.5.1.2d:</a>	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
<a href="#">G.K12.5.1.2e:</a>	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
<a href="#">G.K12.5.1.2f:</a>	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
<a href="#">G.K12.5.1.2g:</a>	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
<a href="#">G.K12.5.1.2h:</a>	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
<a href="#">G.K12.5.1.3a:</a>	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
<a href="#">G.K12.5.1.3b:</a>	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
<a href="#">G.K12.5.1.3c:</a>	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
<a href="#">G.K12.5.1.3d:</a>	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
<a href="#">G.K12.5.2.1a:</a>	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
<a href="#">G.K12.5.2.1b:</a>	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
<a href="#">G.K12.5.2.1c:</a>	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
<a href="#">G.K12.5.2.1d:</a>	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
<a href="#">G.K12.5.2.2a:</a>	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
<a href="#">G.K12.5.2.2b:</a>	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
<a href="#">G.K12.5.2.2c:</a>	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
<a href="#">G.K12.5.2.2d:</a>	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
<a href="#">G.K12.5.2.3a:</a>	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
<a href="#">G.K12.5.2.3b:</a>	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
<a href="#">G.K12.5.2.3c:</a>	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
<a href="#">G.K12.5.2.3d:</a>	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
<a href="#">G.K12.5.3.1a:</a>	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.
<a href="#">G.K12.5.3.1b:</a>	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
<a href="#">G.K12.5.3.1c:</a>	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
<a href="#">G.K12.5.3.1d:</a>	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
<a href="#">G.K12.5.3.2a:</a>	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
<a href="#">G.K12.5.3.2b:</a>	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
<a href="#">G.K12.5.3.2c:</a>	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
<a href="#">G.K12.5.3.2d:</a>	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
<a href="#">G.K12.5.3.3a:</a>	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
<a href="#">G.K12.5.3.3b:</a>	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.

<a href="#">G.K12.5.3.3c:</a>	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
<a href="#">G.K12.5.3.3d:</a>	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.
<a href="#">G.K12.5.3.4a:</a>	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.
<a href="#">G.K12.5.3.4b:</a>	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
<a href="#">G.K12.5.3.4c:</a>	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
<a href="#">G.K12.5.3.4d:</a>	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
<a href="#">G.K12.6.1.1a:</a>	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
<a href="#">G.K12.6.1.1b:</a>	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
<a href="#">G.K12.6.1.1c:</a>	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
<a href="#">G.K12.6.1.1d:</a>	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
<a href="#">G.K12.6.1.2a:</a>	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
<a href="#">G.K12.6.1.2b:</a>	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
<a href="#">G.K12.6.1.2c:</a>	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
<a href="#">G.K12.6.1.2d:</a>	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
<a href="#">G.K12.6.1.3a:</a>	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.
<a href="#">G.K12.6.1.3b:</a>	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.
<a href="#">G.K12.6.1.3c:</a>	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
<a href="#">G.K12.6.1.3d:</a>	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
<a href="#">G.K12.6.1.4a:</a>	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
<a href="#">G.K12.6.1.4b:</a>	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
<a href="#">G.K12.6.1.4c:</a>	<b>Evaluation - Perform:</b> Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
<a href="#">G.K12.6.1.4d:</a>	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
<a href="#">G.K12.6.2.1a:</a>	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
<a href="#">G.K12.6.2.1b:</a>	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
<a href="#">G.K12.6.2.1c:</a>	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
<a href="#">G.K12.6.2.1d:</a>	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
<a href="#">G.K12.6.2.2a:</a>	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
<a href="#">G.K12.6.2.2b:</a>	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
<a href="#">G.K12.6.2.2c:</a>	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
<a href="#">G.K12.6.2.2d:</a>	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
<a href="#">G.K12.6.2.3a:</a>	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguishes between them.
<a href="#">G.K12.6.2.3b:</a>	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
<a href="#">G.K12.6.2.3c:</a>	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non- controllable events and behavior affect goal achievement.
<a href="#">G.K12.6.2.3d:</a>	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
<a href="#">G.K12.6.2.4a:</a>	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
<a href="#">G.K12.6.2.4b:</a>	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
<a href="#">G.K12.6.2.4c:</a>	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
<a href="#">G.K12.6.2.4d:</a>	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.
<a href="#">G.K12.6.3.1a:</a>	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
<a href="#">G.K12.6.3.1b:</a>	<b>Communication - Understand:</b> Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
<a href="#">G.K12.6.3.1c:</a>	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
<a href="#">G.K12.6.3.1d:</a>	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
<a href="#">G.K12.6.3.2a:</a>	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
<a href="#">G.K12.6.3.2b:</a>	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
<a href="#">G.K12.6.3.2c:</a>	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
<a href="#">G.K12.6.3.2d:</a>	<b>Talent Development - Accomplish:</b> Develop products and performances of professional quality through individual strengths in relationship to fields of study.
<a href="#">G.K12.6.3.3a:</a>	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
<a href="#">G.K12.6.3.3b:</a>	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
<a href="#">G.K12.6.3.3c:</a>	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
<a href="#">G.K12.6.3.3d:</a>	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
<a href="#">G.K12.6.3.4a:</a>	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
<a href="#">G.K12.6.3.4b:</a>	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
<a href="#">G.K12.6.3.4c:</a>	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.
<a href="#">G.K12.6.3.4d:</a>	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
<a href="#">G.K12.7.1.1a:</a>	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
<a href="#">G.K12.7.1.1b:</a>	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
<a href="#">G.K12.7.1.1c:</a>	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
<a href="#">G.K12.7.1.1d:</a>	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
<a href="#">G.K12.7.1.2a:</a>	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
<a href="#">G.K12.7.1.2b:</a>	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
<a href="#">G.K12.7.1.2c:</a>	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
<a href="#">G.K12.7.1.2d:</a>	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
<a href="#">G.K12.7.1.3a:</a>	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.

<a href="#">G.K12.7.1.3b:</a>	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
<a href="#">G.K12.7.1.3c:</a>	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
<a href="#">G.K12.7.1.3d:</a>	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
<a href="#">G.K12.7.1.4a:</a>	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
<a href="#">G.K12.7.1.4b:</a>	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
<a href="#">G.K12.7.1.4c:</a>	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
<a href="#">G.K12.7.1.4d:</a>	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
<a href="#">G.K12.7.2.1a:</a>	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
<a href="#">G.K12.7.2.1b:</a>	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
<a href="#">G.K12.7.2.1c:</a>	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
<a href="#">G.K12.7.2.1d:</a>	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
<a href="#">G.K12.7.2.2a:</a>	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
<a href="#">G.K12.7.2.2b:</a>	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
<a href="#">G.K12.7.2.2c:</a>	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
<a href="#">G.K12.7.2.2d:</a>	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
<a href="#">G.K12.7.2.3a:</a>	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.
<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.L.3.6:</a>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1:</a>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.K12.W.1.1:</a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<a href="#">LAFS.K12.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">LAFS.K12.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<a href="#">LAFS.K12.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.K12.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">LAFS.K12.W.3.7:</a>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.K12.W.3.8:</a>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<a href="#">LAFS.K12.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">LAFS.K12.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

There are more than 32 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13061>



# Externship for Students who are Gifted (#7965030)

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<b>Course Number:</b> 7965030	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Gifted >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> EXTRNSHP STUS GIFTED
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

The purpose of this course is to provide opportunities for students who are gifted to participate in a field experience with a community professional. This externship will provide an opportunity for field experience, research, and personal growth to enhance awareness of career options.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- independent learning
- application of acquired knowledge
- high-level communication
- collaboration with field experts
- application and utilization of appropriate technology
- documentation of acquired information from field experience
- career exploration
- exploration of educational requirements, employment opportunities, and salaries in careers related to areas of externship

English Language Development (ELD) Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Special Note**

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student’s research.

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

**Course Standards**

**Integrate Florida Standards for Mathematical Practice (MP) as applicable.**

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">G.K12.1.1.1a:</a>	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
<a href="#">G.K12.1.1.1b:</a>	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
<a href="#">G.K12.1.1.1c:</a>	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
<a href="#">G.K12.1.1.1d:</a>	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
<a href="#">G.K12.1.1.2a:</a>	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
<a href="#">G.K12.1.1.2b:</a>	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
<a href="#">G.K12.1.1.2c:</a>	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
<a href="#">G.K12.1.1.2d:</a>	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
<a href="#">G.K12.1.1.3a:</a>	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
<a href="#">G.K12.1.1.3b:</a>	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
<a href="#">G.K12.1.1.3c:</a>	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
<a href="#">G.K12.1.1.3d:</a>	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
<a href="#">G.K12.1.1.4a:</a>	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
<a href="#">G.K12.1.1.4b:</a>	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
<a href="#">G.K12.1.1.4c:</a>	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
<a href="#">G.K12.1.1.4d:</a>	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
<a href="#">G.K12.1.2.1a:</a>	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
<a href="#">G.K12.1.2.1b:</a>	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
<a href="#">G.K12.1.2.1c:</a>	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
<a href="#">G.K12.1.2.1d:</a>	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
<a href="#">G.K12.1.2.1e:</a>	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
<a href="#">G.K12.1.2.1f:</a>	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
<a href="#">G.K12.1.2.1g:</a>	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
<a href="#">G.K12.1.2.1h:</a>	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
<a href="#">G.K12.1.2.2a:</a>	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
<a href="#">G.K12.1.2.2b:</a>	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
<a href="#">G.K12.1.2.2c:</a>	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
<a href="#">G.K12.1.2.2d:</a>	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
<a href="#">G.K12.1.2.3a:</a>	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
<a href="#">G.K12.1.2.3b:</a>	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.

<a href="#">G.K12.1.2.3c:</a>	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
<a href="#">G.K12.1.2.3d:</a>	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
<a href="#">G.K12.1.3.1a:</a>	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
<a href="#">G.K12.1.3.1b:</a>	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
<a href="#">G.K12.1.3.1c:</a>	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
<a href="#">G.K12.1.3.1d:</a>	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
<a href="#">G.K12.1.3.2a:</a>	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
<a href="#">G.K12.1.3.2b:</a>	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
<a href="#">G.K12.1.3.2c:</a>	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
<a href="#">G.K12.1.3.2d:</a>	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
<a href="#">G.K12.1.3.3a:</a>	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
<a href="#">G.K12.1.3.3b:</a>	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
<a href="#">G.K12.1.3.3c:</a>	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
<a href="#">G.K12.1.3.3d:</a>	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
<a href="#">G.K12.1.3.4a:</a>	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
<a href="#">G.K12.1.3.4b:</a>	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
<a href="#">G.K12.1.3.4c:</a>	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
<a href="#">G.K12.1.3.4d:</a>	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
<a href="#">G.K12.2.1.1a:</a>	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
<a href="#">G.K12.2.1.1b:</a>	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
<a href="#">G.K12.2.1.1c:</a>	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
<a href="#">G.K12.2.1.1d:</a>	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
<a href="#">G.K12.2.1.2a:</a>	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
<a href="#">G.K12.2.1.2b:</a>	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
<a href="#">G.K12.2.1.2c:</a>	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
<a href="#">G.K12.2.1.2d:</a>	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
<a href="#">G.K12.2.1.3a:</a>	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
<a href="#">G.K12.2.1.3b:</a>	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
<a href="#">G.K12.2.1.3c:</a>	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
<a href="#">G.K12.2.1.3d:</a>	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
<a href="#">G.K12.2.2.1a:</a>	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
<a href="#">G.K12.2.2.1b:</a>	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
<a href="#">G.K12.2.2.1c:</a>	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
<a href="#">G.K12.2.2.1d:</a>	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
<a href="#">G.K12.2.2.2a:</a>	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
<a href="#">G.K12.2.2.2b:</a>	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
<a href="#">G.K12.2.2.2c:</a>	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
<a href="#">G.K12.2.2.2d:</a>	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
<a href="#">G.K12.2.3.1a:</a>	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
<a href="#">G.K12.2.3.1b:</a>	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
<a href="#">G.K12.2.3.1c:</a>	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
<a href="#">G.K12.2.3.1d:</a>	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
<a href="#">G.K12.2.3.2a:</a>	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
<a href="#">G.K12.2.3.2b:</a>	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
<a href="#">G.K12.2.3.2c:</a>	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
<a href="#">G.K12.2.3.2d:</a>	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.
<a href="#">G.K12.3.1.1a:</a>	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
<a href="#">G.K12.3.1.1b:</a>	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
<a href="#">G.K12.3.1.1c:</a>	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
<a href="#">G.K12.3.1.1d:</a>	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
<a href="#">G.K12.3.1.2a:</a>	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
<a href="#">G.K12.3.1.2b:</a>	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
<a href="#">G.K12.3.1.2c:</a>	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.
<a href="#">G.K12.3.1.2d:</a>	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
<a href="#">G.K12.3.1.3a:</a>	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
<a href="#">G.K12.3.1.3b:</a>	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
<a href="#">G.K12.3.1.3c:</a>	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.

<a href="#">G.K12.3.1.3d:</a>	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
<a href="#">G.K12.3.2.1a:</a>	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
<a href="#">G.K12.3.2.1b:</a>	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
<a href="#">G.K12.3.2.1c:</a>	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
<a href="#">G.K12.3.2.1d:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
<a href="#">G.K12.3.2.1e:</a>	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
<a href="#">G.K12.3.2.1f:</a>	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
<a href="#">G.K12.3.2.1g:</a>	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
<a href="#">G.K12.3.2.1h:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
<a href="#">G.K12.3.3.1a:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
<a href="#">G.K12.3.3.1b:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument’s authority.
<a href="#">G.K12.3.3.1c:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
<a href="#">G.K12.3.3.1d:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
<a href="#">G.K12.3.3.1e:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
<a href="#">G.K12.3.3.1f:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
<a href="#">G.K12.3.3.1g:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
<a href="#">G.K12.3.3.1h:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
<a href="#">G.K12.3.3.2a:</a>	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
<a href="#">G.K12.3.3.2b:</a>	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
<a href="#">G.K12.3.3.2c:</a>	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
<a href="#">G.K12.3.3.2d:</a>	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
<a href="#">G.K12.3.4.1a:</a>	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
<a href="#">G.K12.3.4.1b:</a>	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
<a href="#">G.K12.3.4.1c:</a>	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
<a href="#">G.K12.3.4.1d:</a>	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
<a href="#">G.K12.4.1.1a:</a>	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
<a href="#">G.K12.4.1.1b:</a>	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
<a href="#">G.K12.4.1.1c:</a>	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
<a href="#">G.K12.4.1.1d:</a>	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
<a href="#">G.K12.4.1.2a:</a>	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
<a href="#">G.K12.4.1.2b:</a>	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
<a href="#">G.K12.4.1.2c:</a>	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
<a href="#">G.K12.4.1.2d:</a>	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
<a href="#">G.K12.4.1.3a:</a>	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
<a href="#">G.K12.4.1.3b:</a>	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
<a href="#">G.K12.4.1.3c:</a>	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
<a href="#">G.K12.4.1.3d:</a>	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
<a href="#">G.K12.4.1.4a:</a>	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
<a href="#">G.K12.4.1.4b:</a>	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
<a href="#">G.K12.4.1.4c:</a>	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
<a href="#">G.K12.4.1.4d:</a>	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
<a href="#">G.K12.4.1.5a:</a>	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
<a href="#">G.K12.4.1.5b:</a>	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
<a href="#">G.K12.4.1.5c:</a>	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
<a href="#">G.K12.4.1.5d:</a>	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
<a href="#">G.K12.4.2.1a:</a>	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
<a href="#">G.K12.4.2.1b:</a>	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.
<a href="#">G.K12.4.2.1c:</a>	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
<a href="#">G.K12.4.2.1d:</a>	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
<a href="#">G.K12.4.2.2a:</a>	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
<a href="#">G.K12.4.2.2b:</a>	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
<a href="#">G.K12.4.2.2c:</a>	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
<a href="#">G.K12.4.2.2d:</a>	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
<a href="#">G.K12.4.2.3a:</a>	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
<a href="#">G.K12.4.2.3b:</a>	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
<a href="#">G.K12.4.2.3c:</a>	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
<a href="#">G.K12.4.2.3d:</a>	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
<a href="#">G.K12.4.2.4a:</a>	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.

<a href="#">G.K12.4.2.4b:</a>	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
<a href="#">G.K12.4.2.4c:</a>	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
<a href="#">G.K12.4.2.4d:</a>	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
<a href="#">G.K12.4.3.1a:</a>	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
<a href="#">G.K12.4.3.1b:</a>	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
<a href="#">G.K12.4.3.1c:</a>	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
<a href="#">G.K12.4.3.1d:</a>	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
<a href="#">G.K12.4.3.2a:</a>	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
<a href="#">G.K12.4.3.2b:</a>	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
<a href="#">G.K12.4.3.2c:</a>	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
<a href="#">G.K12.4.3.2d:</a>	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
<a href="#">G.K12.4.3.2e:</a>	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
<a href="#">G.K12.4.3.2f:</a>	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
<a href="#">G.K12.4.3.2g:</a>	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
<a href="#">G.K12.4.3.2h:</a>	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
<a href="#">G.K12.4.3.3a:</a>	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
<a href="#">G.K12.4.3.3b:</a>	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
<a href="#">G.K12.4.3.3c:</a>	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
<a href="#">G.K12.4.3.3d:</a>	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
<a href="#">G.K12.5.1.1a:</a>	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
<a href="#">G.K12.5.1.1b:</a>	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
<a href="#">G.K12.5.1.1c:</a>	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
<a href="#">G.K12.5.1.1d:</a>	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
<a href="#">G.K12.5.1.2a:</a>	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
<a href="#">G.K12.5.1.2b:</a>	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
<a href="#">G.K12.5.1.2c:</a>	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
<a href="#">G.K12.5.1.2d:</a>	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
<a href="#">G.K12.5.1.2e:</a>	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
<a href="#">G.K12.5.1.2f:</a>	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
<a href="#">G.K12.5.1.2g:</a>	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
<a href="#">G.K12.5.1.2h:</a>	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
<a href="#">G.K12.5.1.3a:</a>	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
<a href="#">G.K12.5.1.3b:</a>	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
<a href="#">G.K12.5.1.3c:</a>	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
<a href="#">G.K12.5.1.3d:</a>	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
<a href="#">G.K12.5.2.1a:</a>	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
<a href="#">G.K12.5.2.1b:</a>	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
<a href="#">G.K12.5.2.1c:</a>	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
<a href="#">G.K12.5.2.1d:</a>	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
<a href="#">G.K12.5.2.2a:</a>	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
<a href="#">G.K12.5.2.2b:</a>	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
<a href="#">G.K12.5.2.2c:</a>	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
<a href="#">G.K12.5.2.2d:</a>	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
<a href="#">G.K12.5.2.3a:</a>	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
<a href="#">G.K12.5.2.3b:</a>	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
<a href="#">G.K12.5.2.3c:</a>	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
<a href="#">G.K12.5.2.3d:</a>	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
<a href="#">G.K12.5.3.1a:</a>	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.
<a href="#">G.K12.5.3.1b:</a>	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
<a href="#">G.K12.5.3.1c:</a>	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
<a href="#">G.K12.5.3.1d:</a>	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
<a href="#">G.K12.5.3.2a:</a>	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
<a href="#">G.K12.5.3.2b:</a>	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
<a href="#">G.K12.5.3.2c:</a>	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
<a href="#">G.K12.5.3.2d:</a>	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
<a href="#">G.K12.5.3.3a:</a>	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
<a href="#">G.K12.5.3.3b:</a>	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.
<a href="#">G.K12.5.3.3c:</a>	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
<a href="#">G.K12.5.3.3d:</a>	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.
<a href="#">G.K12.5.3.4a:</a>	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.

<a href="#">G.K12.5.3.4b:</a>	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
<a href="#">G.K12.5.3.4c:</a>	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
<a href="#">G.K12.5.3.4d:</a>	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
<a href="#">G.K12.6.1.1a:</a>	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
<a href="#">G.K12.6.1.1b:</a>	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
<a href="#">G.K12.6.1.1c:</a>	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
<a href="#">G.K12.6.1.1d:</a>	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
<a href="#">G.K12.6.1.2a:</a>	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
<a href="#">G.K12.6.1.2b:</a>	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
<a href="#">G.K12.6.1.2c:</a>	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
<a href="#">G.K12.6.1.2d:</a>	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
<a href="#">G.K12.6.1.3a:</a>	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.
<a href="#">G.K12.6.1.3b:</a>	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.
<a href="#">G.K12.6.1.3c:</a>	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
<a href="#">G.K12.6.1.3d:</a>	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
<a href="#">G.K12.6.1.4a:</a>	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
<a href="#">G.K12.6.1.4b:</a>	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
<a href="#">G.K12.6.1.4c:</a>	<b>Evaluation - Perform:</b> Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
<a href="#">G.K12.6.1.4d:</a>	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
<a href="#">G.K12.6.2.1a:</a>	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
<a href="#">G.K12.6.2.1b:</a>	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
<a href="#">G.K12.6.2.1c:</a>	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
<a href="#">G.K12.6.2.1d:</a>	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
<a href="#">G.K12.6.2.2a:</a>	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
<a href="#">G.K12.6.2.2b:</a>	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
<a href="#">G.K12.6.2.2c:</a>	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
<a href="#">G.K12.6.2.2d:</a>	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
<a href="#">G.K12.6.2.3a:</a>	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguishes between them.
<a href="#">G.K12.6.2.3b:</a>	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
<a href="#">G.K12.6.2.3c:</a>	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non- controllable events and behavior affect goal achievement.
<a href="#">G.K12.6.2.3d:</a>	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
<a href="#">G.K12.6.2.4a:</a>	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
<a href="#">G.K12.6.2.4b:</a>	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
<a href="#">G.K12.6.2.4c:</a>	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
<a href="#">G.K12.6.2.4d:</a>	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.
<a href="#">G.K12.6.3.1a:</a>	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
<a href="#">G.K12.6.3.1b:</a>	<b>Communication - Understand:</b> Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
<a href="#">G.K12.6.3.1c:</a>	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
<a href="#">G.K12.6.3.1d:</a>	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
<a href="#">G.K12.6.3.2a:</a>	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
<a href="#">G.K12.6.3.2b:</a>	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
<a href="#">G.K12.6.3.2c:</a>	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
<a href="#">G.K12.6.3.2d:</a>	<b>Talent Development - Accomplish:</b> Develop products and performances of professional quality through individual strengths in relationship to fields of study.
<a href="#">G.K12.6.3.3a:</a>	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
<a href="#">G.K12.6.3.3b:</a>	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
<a href="#">G.K12.6.3.3c:</a>	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
<a href="#">G.K12.6.3.3d:</a>	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
<a href="#">G.K12.6.3.4a:</a>	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
<a href="#">G.K12.6.3.4b:</a>	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
<a href="#">G.K12.6.3.4c:</a>	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.
<a href="#">G.K12.6.3.4d:</a>	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
<a href="#">G.K12.7.1.1a:</a>	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
<a href="#">G.K12.7.1.1b:</a>	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
<a href="#">G.K12.7.1.1c:</a>	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
<a href="#">G.K12.7.1.1d:</a>	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
<a href="#">G.K12.7.1.2a:</a>	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
<a href="#">G.K12.7.1.2b:</a>	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
<a href="#">G.K12.7.1.2c:</a>	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
<a href="#">G.K12.7.1.2d:</a>	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
<a href="#">G.K12.7.1.3a:</a>	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
<a href="#">G.K12.7.1.3b:</a>	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
<a href="#">G.K12.7.1.3c:</a>	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.

<a href="#">G.K12.7.1.3d:</a>	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
<a href="#">G.K12.7.1.4a:</a>	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
<a href="#">G.K12.7.1.4b:</a>	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
<a href="#">G.K12.7.1.4c:</a>	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
<a href="#">G.K12.7.1.4d:</a>	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
<a href="#">G.K12.7.2.1a:</a>	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
<a href="#">G.K12.7.2.1b:</a>	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
<a href="#">G.K12.7.2.1c:</a>	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
<a href="#">G.K12.7.2.1d:</a>	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
<a href="#">G.K12.7.2.2a:</a>	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
<a href="#">G.K12.7.2.2b:</a>	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
<a href="#">G.K12.7.2.2c:</a>	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
<a href="#">G.K12.7.2.2d:</a>	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
<a href="#">G.K12.7.2.3a:</a>	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.
<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1:</a>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.K12.W.1.1:</a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<a href="#">LAFS.K12.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">LAFS.K12.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<a href="#">LAFS.K12.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.K12.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">LAFS.K12.W.3.7:</a>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.K12.W.3.8:</a>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<a href="#">LAFS.K12.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">LAFS.K12.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

There are more than 31 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13062>



# Studies for Students who are Gifted (#7965040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7965040	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Gifted >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> STUDIES STUS GIFTED
<b>Course Status:</b> Draft - Course Pending Approval	<b>Class Size?</b> Yes
<b>NCLB?</b> Yes	<b>Requires a Highly Qualified Teacher (HQT)?</b> Yes

## GENERAL NOTES

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- develop critical thinking and inquiry skills
- independent learning
- examine the complexity of knowledge
- application of acquired knowledge
- develop problem solving skills
- high-level communication
- create/deliver quality products
- self-awareness

English Language Development (ELD) Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Special Note

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student’s research.

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the educational development of gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

## Course Standards

### Integrate Florida Standards for Mathematical Practice (MP) as applicable.

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">G.K12.2.1.1a:</a>	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
<a href="#">G.K12.2.1.1b:</a>	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
<a href="#">G.K12.2.1.1c:</a>	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
<a href="#">G.K12.2.1.1d:</a>	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
<a href="#">G.K12.2.1.2a:</a>	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline’s method of inquiry.
<a href="#">G.K12.2.1.2b:</a>	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
<a href="#">G.K12.2.1.2c:</a>	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
<a href="#">G.K12.2.1.2d:</a>	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
<a href="#">G.K12.2.1.3a:</a>	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
<a href="#">G.K12.2.1.3b:</a>	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
<a href="#">G.K12.2.1.3c:</a>	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
<a href="#">G.K12.2.1.3d:</a>	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
<a href="#">G.K12.2.2.1a:</a>	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
<a href="#">G.K12.2.2.1b:</a>	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
<a href="#">G.K12.2.2.1c:</a>	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
<a href="#">G.K12.2.2.1d:</a>	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
<a href="#">G.K12.2.2.2a:</a>	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
<a href="#">G.K12.2.2.2b:</a>	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
<a href="#">G.K12.2.2.2c:</a>	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
<a href="#">G.K12.2.2.2d:</a>	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
<a href="#">G.K12.2.3.1a:</a>	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
<a href="#">G.K12.2.3.1b:</a>	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
<a href="#">G.K12.2.3.1c:</a>	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
<a href="#">G.K12.2.3.1d:</a>	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
<a href="#">G.K12.2.3.2a:</a>	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
<a href="#">G.K12.2.3.2b:</a>	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
<a href="#">G.K12.2.3.2c:</a>	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
<a href="#">G.K12.2.3.2d:</a>	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.
<a href="#">G.K12.4.1.1a:</a>	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
<a href="#">G.K12.4.1.1b:</a>	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
<a href="#">G.K12.4.1.1c:</a>	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
<a href="#">G.K12.4.1.1d:</a>	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
<a href="#">G.K12.4.1.2a:</a>	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
<a href="#">G.K12.4.1.2b:</a>	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
<a href="#">G.K12.4.1.2c:</a>	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
<a href="#">G.K12.4.1.2d:</a>	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
<a href="#">G.K12.4.1.3a:</a>	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
<a href="#">G.K12.4.1.3b:</a>	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
<a href="#">G.K12.4.1.3c:</a>	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
<a href="#">G.K12.4.1.3d:</a>	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.

<a href="#">G.K12.4.1.4a:</a>	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
<a href="#">G.K12.4.1.4b:</a>	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
<a href="#">G.K12.4.1.4c:</a>	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
<a href="#">G.K12.4.1.4d:</a>	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
<a href="#">G.K12.4.1.5a:</a>	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
<a href="#">G.K12.4.1.5b:</a>	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
<a href="#">G.K12.4.1.5c:</a>	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
<a href="#">G.K12.4.1.5d:</a>	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
<a href="#">G.K12.4.2.1a:</a>	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
<a href="#">G.K12.4.2.1b:</a>	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.
<a href="#">G.K12.4.2.1c:</a>	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
<a href="#">G.K12.4.2.1d:</a>	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
<a href="#">G.K12.4.2.2a:</a>	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
<a href="#">G.K12.4.2.2b:</a>	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
<a href="#">G.K12.4.2.2c:</a>	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
<a href="#">G.K12.4.2.2d:</a>	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
<a href="#">G.K12.4.2.3a:</a>	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
<a href="#">G.K12.4.2.3b:</a>	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
<a href="#">G.K12.4.2.3d:</a>	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
<a href="#">G.K12.4.2.4a:</a>	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
<a href="#">G.K12.4.2.4b:</a>	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
<a href="#">G.K12.4.2.4c:</a>	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
<a href="#">G.K12.4.2.4d:</a>	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
<a href="#">G.K12.4.3.1a:</a>	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
<a href="#">G.K12.4.3.1b:</a>	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
<a href="#">G.K12.4.3.1c:</a>	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
<a href="#">G.K12.4.3.1d:</a>	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
<a href="#">G.K12.4.3.2a:</a>	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
<a href="#">G.K12.4.3.2b:</a>	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
<a href="#">G.K12.4.3.2c:</a>	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
<a href="#">G.K12.4.3.2d:</a>	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
<a href="#">G.K12.4.3.2e:</a>	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
<a href="#">G.K12.4.3.2f:</a>	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
<a href="#">G.K12.4.3.2g:</a>	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
<a href="#">G.K12.4.3.2h:</a>	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
<a href="#">G.K12.4.3.3a:</a>	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
<a href="#">G.K12.4.3.3b:</a>	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
<a href="#">G.K12.4.3.3c:</a>	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
<a href="#">G.K12.4.3.3d:</a>	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
<a href="#">G.K12.7.1.1a:</a>	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
<a href="#">G.K12.7.1.1b:</a>	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
<a href="#">G.K12.7.1.1c:</a>	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
<a href="#">G.K12.7.1.1d:</a>	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
<a href="#">G.K12.7.1.2a:</a>	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
<a href="#">G.K12.7.1.2b:</a>	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
<a href="#">G.K12.7.1.2c:</a>	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
<a href="#">G.K12.7.1.2d:</a>	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
<a href="#">G.K12.7.1.3a:</a>	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
<a href="#">G.K12.7.1.3b:</a>	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
<a href="#">G.K12.7.1.3c:</a>	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
<a href="#">G.K12.7.1.3d:</a>	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
<a href="#">G.K12.7.1.4a:</a>	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
<a href="#">G.K12.7.1.4b:</a>	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
<a href="#">G.K12.7.1.4c:</a>	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
<a href="#">G.K12.7.1.4d:</a>	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
<a href="#">G.K12.7.2.1a:</a>	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
<a href="#">G.K12.7.2.1b:</a>	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
<a href="#">G.K12.7.2.1c:</a>	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
<a href="#">G.K12.7.2.1d:</a>	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
<a href="#">G.K12.7.2.2a:</a>	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
<a href="#">G.K12.7.2.2b:</a>	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
<a href="#">G.K12.7.2.2c:</a>	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
<a href="#">G.K12.7.2.2d:</a>	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
<a href="#">G.K12.7.2.3a:</a>	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.

<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.L.3.6:</a>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1:</a>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

There are more than 23 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13063>



# Driver Education for Special Learners (#7919010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7919010  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Miscellaneous >  
**Abbreviated Title:** DR ED SP LRNRS

## VERSION DESCRIPTION

**A. Major Concepts/Content.** The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver's license.

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

- driving rules/regulations
- safety signs/symbols
- driving courtesy
- map reading skills
- simple auto maintenance
- insurance

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

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

**B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed primarily for students functioning at independent levels, who are generally capable of living and working independently with occasional assistance.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings or on the driving range and in the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and driving equipment. Students must obtain a Florida restricted driver's license before they can be allowed to drive on the driving range or in the community.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

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

### 1. Demonstrate understanding of traffic signs and traffic regulations.

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

### 2. Demonstrate knowledge of Florida laws related to driving.

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

**3. Demonstrate knowledge of basic operational features of an automobile.**

**4. Demonstrate knowledge and skills needed to be a courteous driver.**

**5. Exhibit driving skills necessary for obtaining a driver's license in Florida.**

**6. Demonstrate knowledge of simple auto maintenance.**

CL.B.4.In.1 identify problems and examine alternative solutions.  
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

**7. Exhibit map reading skills needed for driving.**

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

**8. Demonstrate knowledge of auto insurance, including legal requirements, characteristics, costs, and procedures for obtaining a policy.**

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Preparation for Adult Living (#7963010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7963010	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Special Skills Courses >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> PREP AD LIV
	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

### Purpose

The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for postschool adult living.

### Course Requirements

#### Adult Living Arrangements

1. Describe requirements and responsibilities associated with the acquisition of adult living arrangements, such as rent, contracts, insurance, utilities, and household goods.
2. Describe options and resources available for independent or supported living in the community.
3. Exhibit the knowledge and skills needed for basic housekeeping and household maintenance and repair.

#### Financial Management

4. Apply knowledge and skills involved in personal financial management, such as budgeting, banking, using credit/debit cards, obtaining insurance, and paying taxes using technology and other forms of assistance.

#### Citizenship and Community Involvement

5. Identify and select events in the community based on personal interests and preferences.
6. Plan and participate in a variety of recreation and leisure activities that align with personal interests and abilities and are based on available opportunities and funds.
7. Explain how to access community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services, to obtain benefits and services.
8. Fulfill legal and civic responsibilities, such as understanding the roles of federal, state, and local government; obtaining photo identification; registering to vote; registering for Selective Service; obeying local laws; and participating in optional volunteer services.
9. Demonstrate knowledge of and ability to travel in the community, including use of available means of transportation and local resources.

#### Self-Determination and Self-Advocacy

10. Apply knowledge and skills of self-advocacy and self-determination in situations associated with adult life across school, community, home, and employment settings.
11. Use a systematic process to solve problems associated with adult life in situations across school, community, home, and employment settings.

#### Personal and Social Competencies

12. Apply appropriate communication skills and etiquette when using phone, mail, e-mail, or social networking and other methods of interaction.
13. Demonstrate personal and social competencies necessary for successful interpersonal relationships in a variety of situations.
14. Model techniques to avoid potential negative influences of others, such as peer pressure, bullying, or coercion.

#### Personal Health and Safety

15. Use knowledge and skills to maintain and enhance health and personal care, including hygiene, appearance, nutrition, personal fitness, and disease prevention.
16. Use knowledge and skills to maintain and enhance personal safety, such as first aid and prevention of abuse.
17. Describe considerations and available resources when seeking medical care for self and family.

#### Personal and Career Planning

18. Review and revise personal goals related to adult living, including measurable postsecondary goals on own individual educational plan.
19. Explain options for postsecondary education/training programs—such as degree or certificate programs, continuing education, adult education, and on-the-job training—including program offerings, admission requirements, and disability resources.
20. Create a plan that reflects personal career options.
21. Apply job-seeking skills and use a variety of resources to find employment.
22. Explain the meaning and implications of age of majority status.

## GENERAL NOTES

This course is designed for students with disabilities who have not graduated with a standard diploma and are 18–22 years old and need transition services in the area of adult living.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Expanded Skills: 9–12 (#7963040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963040

**Course Section:** Exceptional Student Education

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

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

**Abbreviated Title:** EXP SKLS: 9-12

**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students who are deaf and hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

This course is designed to reflect the wide range of abilities within the populations of students with this disability. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

HEAR IMPRD 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.DH.1.1b:</a>	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.
<a href="#">SP.PK12.DH.1.2b:</a>	Compare and contrast contributions of past and present figures of the Deaf community.
<a href="#">SP.PK12.DH.1.3b:</a>	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.
<a href="#">SP.PK12.DH.1.4b:</a>	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
<a href="#">SP.PK12.DH.1.5:</a>	Develop a list of local and national resources with a description of their purposes and contact information for individuals who are deaf and hard-of-hearing.
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.
<a href="#">SP.PK12.DH.2.3b:</a>	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
<a href="#">SP.PK12.DH.2.4b:</a>	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.
<a href="#">SP.PK12.DH.2.5:</a>	Request clarification of school assignments from teachers, family, and peers, when needed.
<a href="#">SP.PK12.DH.3.1b:</a>	Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.
<a href="#">SP.PK12.DH.3.3c:</a>	Explain the role of the audiologist in supporting one's hearing (set up appointment for audiogram, interpret the information on the audiogram, and discuss amplification needs).
<a href="#">SP.PK12.DH.3.5b:</a>	Request repetition or clarification appropriately from peers, teachers, and community members when needed.

<a href="#">SP.PK12.DH.3.6c:</a>	Seek appropriate assistance from a professional regarding hearing loss needs, such as the interpreter, audiologist, itinerant teacher, and community and employment personnel.
<a href="#">SP.PK12.DH.3.7c:</a>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, independently.
<a href="#">SP.PK12.DH.4.1:</a>	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
<a href="#">SP.PK12.DH.5.1:</a>	<b>Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.</b>
<a href="#">SP.PK12.DH.5.2b:</a>	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.
<a href="#">SP.PK12.DH.5.4b:</a>	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
<a href="#">SP.PK12.DH.6.10:</a>	Describe options available for postsecondary education or training, employment, and independent living that will meet personal goals and needs.
<a href="#">SP.PK12.DH.6.11:</a>	Explain considerations related to obtaining reasonable accommodations in the community, workplace, and/or postsecondary education or training, including eligibility, necessary documentation, procedures for making a request, and the appeals process.
<a href="#">SP.PK12.DH.6.1b:</a>	Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.
<a href="#">SP.PK12.DH.6.1c:</a>	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.
<a href="#">SP.PK12.DH.6.2b:</a>	<b>Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.</b>
<a href="#">SP.PK12.DH.6.3b:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.
<a href="#">SP.PK12.DH.6.4b:</a>	Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
<a href="#">SP.PK12.DH.6.6:</a>	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.
<a href="#">SP.PK12.DH.6.7:</a>	Develop an emergency contingency plan to gather information regarding man-made or natural disasters or personal emergencies.
<a href="#">SP.PK12.DH.6.8:</a>	Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Postsecondary Education Programs Network (PEPNet).
<a href="#">SP.PK12.DH.6.9:</a>	Participate effectively in the development of own Summary of Performance, maintaining a portfolio of materials and resources to prepare for and succeed in postsecondary settings.



# Expanded Core Competencies: 9-12 (#7963050)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963050

**Course Section:** Exceptional Student Education

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

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

**Abbreviated Title:** EXP CORE COMP: 9-12

**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home, community, and employment environments, and independent living to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with visual impairments who need intensive individualized intervention in the unique skills that result from their disability. The presence of a visual impairment affects access to all areas of the curriculum.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school (including separate setting, small group, and individually), community, and employment settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills, students may also be enrolled in an Orientation and Mobility Skills course.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

VISU IMPRD 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.VI.1.1:</a>	Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
<a href="#">SP.PK12.VI.1.2:</a>	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
<a href="#">SP.PK12.VI.1.3:</a>	Maintain a personal time management and organizational system for academic studies.
<a href="#">SP.PK12.VI.1.4:</a>	Perform fine motor tasks, such as handwriting/signature writing.
<a href="#">SP.PK12.VI.1.5:</a>	Use tactile discrimination skills to interpret objects, symbols, and graphics.
<a href="#">SP.PK12.VI.1.6:</a>	Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
<a href="#">SP.PK12.VI.1.7:</a>	Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.
<a href="#">SP.PK12.VI.2.1:</a>	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.2.2:</a>	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
<a href="#">SP.PK12.VI.2.3:</a>	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
<a href="#">SP.PK12.VI.2.4:</a>	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student's developmental level.

<a href="#">SP.PK12.VI.2.5:</a>	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.
<a href="#">SP.PK12.VI.3.3:</a>	Describe opportunities in selected career clusters, including the outlook for employment, qualifications, and training requirements.
<a href="#">SP.PK12.VI.3.4:</a>	Identify elements of planning for transition, such as establishing postsecondary goals for education/training, employment, and independent living, if needed; course of study; and identifying transition service needs.
<a href="#">SP.PK12.VI.3.5:</a>	Identify the unique characteristics of training, tools, and accommodations needed for a person who is blind or visually impaired to function in a given job.
<a href="#">SP.PK12.VI.3.6:</a>	Identify local, state, and federal resources available for transition support for the general population, including students with vision impairments.
<a href="#">SP.PK12.VI.3.7:</a>	Demonstrate knowledge and skills students who are blind or visually impaired need to enter postsecondary education or training.
<a href="#">SP.PK12.VI.3.8:</a>	Participate actively in the development of the IEP with parents and school and/or agency representatives for planning for transition to adult living based on individual interests, abilities, and values.
<a href="#">SP.PK12.VI.4.2:</a>	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
<a href="#">SP.PK12.VI.4.3:</a>	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.
<a href="#">SP.PK12.VI.5.1:</a>	Identify personal body parts and analyze their location relative to self and the environment.
<a href="#">SP.PK12.VI.5.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.VI.5.3:</a>	<b>Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.</b>
<a href="#">SP.PK12.VI.5.4:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.VI.5.5:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.VI.5.6:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.VI.5.7:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.VI.6.2:</a>	Navigate and manipulate the presentation format of auditory resources as needed.
<a href="#">SP.PK12.VI.7.1b:</a>	Explain own visual impairment, and its functional implications, and support resources within the medical and rehabilitation fields.
<a href="#">SP.PK12.VI.7.2b:</a>	Identify own interests, strengths, preferences, and needs.
<a href="#">SP.PK12.VI.7.3b:</a>	Explain how personal strengths and disability impact learning and other areas of life.
<a href="#">SP.PK12.VI.7.4:</a>	Explain possible coping strategies for managing stressors.
<a href="#">SP.PK12.VI.7.5:</a>	Describe goals in self-advocating using appropriate communication and assertiveness.
<a href="#">SP.PK12.VI.8.1:</a>	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
<a href="#">SP.PK12.VI.8.2:</a>	Respond to and summarize instructional level information presented in an auditory format.
<a href="#">SP.PK12.VI.9.1:</a>	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.10:</a>	Demonstrate the ability to acquire materials and services providing support for independent-living activities, such as audiobooks and playback devices and household utensils.
<a href="#">SP.PK12.VI.9.11:</a>	Identify personal/household safety and manage procedures for maintaining a safe environment, such as fire safety, storm preparedness, and obtaining available agency support.
<a href="#">SP.PK12.VI.9.2:</a>	Identify strategies for managing personal wellness using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.3:</a>	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.4:</a>	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.5b:</a>	Demonstrate the ability to maintain clothing, including cleaning and laundering using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.6:</a>	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.7b:</a>	Demonstrate steps to purchase items from different vendors and stores using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.8a:</a>	Demonstrate simple household skills including cleaning own area using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.8c:</a>	Demonstrate household management skills, including cleaning, repairs, and financial management (insurance, utilities, etc.), using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.9:</a>	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.



# Orientation and Mobility: 9–12 (#7963060)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7963060	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Special Skills Courses >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> ORIEN MOBILITY SKLS

## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment affects the students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.

Students identified as visually impaired should be referred for an orientation and mobility evaluation as changes in vision, functioning, or developmental needs are observed. Placement in this course is determined by an assessment performed by an orientation and mobility specialist.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

VISU IMPRD 6/ORIEN MOBL E

Any field when cert reflects bachelor/higher AND orientation and mobility endorsement

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.

<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.3:</a>	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.



# Unique Skills Social and Emotional: 9–12 (#7963070)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963070

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

**Course Section:** Exceptional Student Education

**Subject:** Special Skills Courses >

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

**Abbreviated Title:** SOC PERS SKLS

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

ANY EXCEPT ED FIELD

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.19.1b:</a>	Identify personal emotions and feelings and their impact on physical and mental well-being.
<a href="#">SP.PK12.US.19.2b:</a>	Identify ways that personal strengths can compensate for areas of need.
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.5b:</a>	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.7b:</a>	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
<a href="#">SP.PK12.US.20.1a:</a>	Identify a range of emotions and feelings of others.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.7b:</a>	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
<a href="#">SP.PK12.US.21.2b:</a>	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
<a href="#">SP.PK12.US.21.3:</a>	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.

[SP.PK12.US.21.4:](#)

Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.

[SP.PK12.US.21.5:](#)

Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.



# Learning Strategies: 9–12 (#7963080)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963080

**Course Section:** Exceptional Student Education

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

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

**Abbreviated Title:** LRNG STRATEGIES

**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

ANY EXCEPT ED FIELD

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.2c:</a>	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.3d:</a>	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting.
<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.6:</a>	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.

<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
<a href="#">SP.PK12.US.3.2a:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#">SP.PK12.US.3.3b:</a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.



# Skills for Students who are Gifted (#7963090)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963090  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >  
**Abbreviated Title:** SKLS STUS GIFTED  
**Course Length:** Year (Y)

## GENERAL NOTES

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- comprehension of complex issues
- high-level communication
- develop problem solving skills
- team work and team-based learning
- explore creative expression
- create/deliver quality products

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Special Note:**

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student’s research.

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

**Course Standards**

**Integrate Florida Standards for Mathematical Practice (MP) as applicable.**

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">G.K12.1.1.1a:</a>	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
<a href="#">G.K12.1.1.1b:</a>	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
<a href="#">G.K12.1.1.1c:</a>	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
<a href="#">G.K12.1.1.1d:</a>	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
<a href="#">G.K12.1.1.2a:</a>	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
<a href="#">G.K12.1.1.2b:</a>	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
<a href="#">G.K12.1.1.2c:</a>	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
<a href="#">G.K12.1.1.2d:</a>	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
<a href="#">G.K12.1.1.3a:</a>	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
<a href="#">G.K12.1.1.3b:</a>	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
<a href="#">G.K12.1.1.3c:</a>	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
<a href="#">G.K12.1.1.3d:</a>	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
<a href="#">G.K12.1.1.4a:</a>	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
<a href="#">G.K12.1.1.4b:</a>	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
<a href="#">G.K12.1.1.4c:</a>	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
<a href="#">G.K12.1.1.4d:</a>	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
<a href="#">G.K12.1.2.1a:</a>	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
<a href="#">G.K12.1.2.1b:</a>	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
<a href="#">G.K12.1.2.1c:</a>	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
<a href="#">G.K12.1.2.1d:</a>	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
<a href="#">G.K12.1.2.1e:</a>	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
<a href="#">G.K12.1.2.1f:</a>	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
<a href="#">G.K12.1.2.1g:</a>	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
<a href="#">G.K12.1.2.1h:</a>	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
<a href="#">G.K12.1.2.2a:</a>	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
<a href="#">G.K12.1.2.2b:</a>	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
<a href="#">G.K12.1.2.2c:</a>	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
<a href="#">G.K12.1.2.2d:</a>	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
<a href="#">G.K12.1.2.3a:</a>	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
<a href="#">G.K12.1.2.3b:</a>	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.

<a href="#">G.K12.1.2.3c:</a>	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
<a href="#">G.K12.1.2.3d:</a>	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
<a href="#">G.K12.1.3.1a:</a>	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
<a href="#">G.K12.1.3.1b:</a>	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
<a href="#">G.K12.1.3.1c:</a>	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
<a href="#">G.K12.1.3.1d:</a>	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
<a href="#">G.K12.1.3.2a:</a>	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
<a href="#">G.K12.1.3.2b:</a>	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
<a href="#">G.K12.1.3.2c:</a>	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
<a href="#">G.K12.1.3.2d:</a>	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
<a href="#">G.K12.1.3.3a:</a>	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
<a href="#">G.K12.1.3.3b:</a>	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
<a href="#">G.K12.1.3.3c:</a>	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
<a href="#">G.K12.1.3.3d:</a>	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
<a href="#">G.K12.1.3.4a:</a>	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
<a href="#">G.K12.1.3.4b:</a>	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
<a href="#">G.K12.1.3.4c:</a>	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
<a href="#">G.K12.1.3.4d:</a>	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
<a href="#">G.K12.4.1.1a:</a>	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
<a href="#">G.K12.4.1.1b:</a>	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
<a href="#">G.K12.4.1.1c:</a>	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
<a href="#">G.K12.4.1.1d:</a>	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
<a href="#">G.K12.4.1.2a:</a>	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
<a href="#">G.K12.4.1.2b:</a>	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
<a href="#">G.K12.4.1.2c:</a>	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
<a href="#">G.K12.4.1.2d:</a>	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
<a href="#">G.K12.4.1.3a:</a>	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
<a href="#">G.K12.4.1.3b:</a>	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
<a href="#">G.K12.4.1.3c:</a>	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
<a href="#">G.K12.4.1.3d:</a>	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
<a href="#">G.K12.4.1.4a:</a>	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
<a href="#">G.K12.4.1.4b:</a>	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
<a href="#">G.K12.4.1.4c:</a>	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
<a href="#">G.K12.4.1.4d:</a>	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
<a href="#">G.K12.4.1.5a:</a>	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real-world problem (fluency and flexibility).
<a href="#">G.K12.4.1.5b:</a>	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
<a href="#">G.K12.4.1.5c:</a>	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
<a href="#">G.K12.4.1.5d:</a>	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
<a href="#">G.K12.4.2.1a:</a>	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
<a href="#">G.K12.4.2.1b:</a>	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.
<a href="#">G.K12.4.2.1c:</a>	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
<a href="#">G.K12.4.2.1d:</a>	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
<a href="#">G.K12.4.2.2a:</a>	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
<a href="#">G.K12.4.2.2b:</a>	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
<a href="#">G.K12.4.2.2c:</a>	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
<a href="#">G.K12.4.2.2d:</a>	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
<a href="#">G.K12.4.2.3a:</a>	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
<a href="#">G.K12.4.2.3b:</a>	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
<a href="#">G.K12.4.2.3c:</a>	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
<a href="#">G.K12.4.2.3d:</a>	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
<a href="#">G.K12.4.2.4a:</a>	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
<a href="#">G.K12.4.2.4b:</a>	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
<a href="#">G.K12.4.2.4c:</a>	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
<a href="#">G.K12.4.2.4d:</a>	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
<a href="#">G.K12.4.3.1a:</a>	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
<a href="#">G.K12.4.3.1b:</a>	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
<a href="#">G.K12.4.3.1c:</a>	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
<a href="#">G.K12.4.3.1d:</a>	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
<a href="#">G.K12.4.3.2a:</a>	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
<a href="#">G.K12.4.3.2b:</a>	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.

<a href="#">G.K12.4.3.2c:</a>	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
<a href="#">G.K12.4.3.2d:</a>	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
<a href="#">G.K12.4.3.2e:</a>	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
<a href="#">G.K12.4.3.2f:</a>	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
<a href="#">G.K12.4.3.2g:</a>	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
<a href="#">G.K12.4.3.2h:</a>	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
<a href="#">G.K12.4.3.3a:</a>	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
<a href="#">G.K12.4.3.3b:</a>	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
<a href="#">G.K12.4.3.3c:</a>	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
<a href="#">G.K12.4.3.3d:</a>	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
<a href="#">G.K12.7.1.1a:</a>	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
<a href="#">G.K12.7.1.1b:</a>	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
<a href="#">G.K12.7.1.1c:</a>	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
<a href="#">G.K12.7.1.1d:</a>	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
<a href="#">G.K12.7.1.2a:</a>	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
<a href="#">G.K12.7.1.2b:</a>	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
<a href="#">G.K12.7.1.2c:</a>	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
<a href="#">G.K12.7.1.2d:</a>	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
<a href="#">G.K12.7.1.3a:</a>	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
<a href="#">G.K12.7.1.3b:</a>	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
<a href="#">G.K12.7.1.3c:</a>	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
<a href="#">G.K12.7.1.3d:</a>	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
<a href="#">G.K12.7.1.4a:</a>	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
<a href="#">G.K12.7.1.4b:</a>	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
<a href="#">G.K12.7.1.4c:</a>	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
<a href="#">G.K12.7.1.4d:</a>	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
<a href="#">G.K12.7.2.1a:</a>	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
<a href="#">G.K12.7.2.1b:</a>	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
<a href="#">G.K12.7.2.1c:</a>	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
<a href="#">G.K12.7.2.1d:</a>	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
<a href="#">G.K12.7.2.2a:</a>	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
<a href="#">G.K12.7.2.2b:</a>	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
<a href="#">G.K12.7.2.2c:</a>	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
<a href="#">G.K12.7.2.2d:</a>	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
<a href="#">G.K12.7.2.3a:</a>	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.
<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.L.3.6:</a>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1:</a>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

<a href="#">LAFS.K.12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K.12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.K.12.W.1.1:</a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<a href="#">LAFS.K.12.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">LAFS.K.12.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<a href="#">LAFS.K.12.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K.12.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.K.12.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">LAFS.K.12.W.3.7:</a>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.K.12.W.3.8:</a>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<a href="#">LAFS.K.12.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">LAFS.K.12.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

There are more than 32 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12984>



# Unique Skills: 9 - 12 (#7963130)

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**Course Number:** 7963130

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

**Course Section:** Exceptional Student Education

**Subject:** Special Skills Courses >

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

**Abbreviated Title:** U SKLS

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or removed based on student needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

ANY EXCEPT ED FIELD

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3b:</a>	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
<a href="#">SP.PK12.US.1.1d:</a>	Apply skills and strategies (associating icons and symbols with words and concepts, identifying sight words and decoding phonetically regular words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing work-related tasks, reading the newspaper, and locating information about possible careers.
<a href="#">SP.PK12.US.1.2b:</a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#">SP.PK12.US.1.2c:</a>	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.3d:</a>	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting.
<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.

<a href="#">SP.PK12.US.1.4c:</a>	Develop mathematical skills and/or computational fluency for everyday living, such as accessing a bank account online, money-management skills, estimation skills, time and measurement skills, and interpretation of graphs, tables, schedules, and charts.
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.6:</a>	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
<a href="#">SP.PK12.US.10.1b:</a>	Complete routines and tasks according to expectations, including the speed and accuracy of performance.
<a href="#">SP.PK12.US.10.2b:</a>	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	<b>Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.</b>
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.3:</a>	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
<a href="#">SP.PK12.US.19.1b:</a>	Identify personal emotions and feelings and their impact on physical and mental well-being.
<a href="#">SP.PK12.US.19.2b:</a>	Identify ways that personal strengths can compensate for areas of need.
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.5b:</a>	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.7b:</a>	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.7b:</a>	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
<a href="#">SP.PK12.US.21.1:</a>	Maintain appropriate behavior by following rules in classroom and school settings.
<a href="#">SP.PK12.US.21.2b:</a>	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
<a href="#">SP.PK12.US.21.3:</a>	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
<a href="#">SP.PK12.US.21.4:</a>	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
<a href="#">SP.PK12.US.21.5:</a>	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
<a href="#">SP.PK12.US.22.1:</a>	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.
<a href="#">SP.PK12.US.3.1b:</a>	Apply skills and strategies to solve personal, school, community, and work problems.
<a href="#">SP.PK12.US.3.2b:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.
<a href="#">SP.PK12.US.3.3b:</a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
<a href="#">SP.PK12.US.3.4:</a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.
<a href="#">SP.PK12.US.3.7:</a>	Apply skills and strategies to use technology effectively to locate reliable information and services, participate in instruction and testing programs, communicate with others, and protect confidential information.
<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.

<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.10:</a>	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#">SP.PK12.US.5.3:</a>	Answer different types of questions, such as yes/no, open ended, and "wh" questions.
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.
<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.
<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.10:</a>	Recognize and convey personal information, including determining when to keep such information confidential.
<a href="#">SP.PK12.US.8.11b:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.3:</a>	Perform positive health practices, including preventative health care and fitness.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.
<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.
<a href="#">SP.PK12.US.9.2b:</a>	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
<a href="#">SP.PK12.US.9.3a:</a>	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.5b:</a>	Identify and follow rules when using various modes of transportation to access the community.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.
<a href="#">US.PK12.CM.1.1:</a>	Follow multi-step directions in sequence.
<a href="#">US.PK12.CM.1.2:</a>	Demonstrate understanding and recall of stories and information presented orally.



# Self-Determination (#7963140)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7963140	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Special Skills Courses >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> SELF-DETERMINATION
	<b>Course Length:</b> Year (Y)

## VERSION DESCRIPTION

**Purpose**  
The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings. Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life.

### Course Requirements

#### Self-Determination and Self-Advocacy

1. Explain how personal abilities and disability impact learning and other areas of life.
2. Identify own interests, strengths, preferences, needs, and possible resources.
3. Describe factors that impact self-esteem and personal feelings of efficacy.
4. Apply strategies to support positive self-esteem and feelings of efficacy in a variety of situations and settings.
5. Apply skills of self-advocacy and self-determination as appropriate in a variety of situations, including accessing community resources, requesting accommodations, and self-disclosure.

#### Choice Making and Motivation

6. Make choices based on determination of strengths, interests, and needs; review of possible options; and consideration of consequences in a variety of situations.
7. Assess how internal and external motivation drives personal effort.
8. Employ self-motivation techniques, such as making a list, setting goals, and rewarding accomplishments.

#### Decision Making and Problem Solving

9. Use effective decision-making strategies and apply problem-solving skills when completing tasks in a variety of situations.
10. Identify problems, examine alternatives, implement solutions, and evaluate results in a variety of situations.

#### Personal and Social Relationships

11. Use communication skills that promote positive interpersonal relationships in a variety of situations.
12. Identify potential consequences of behavior or communication before interacting with others.
13. Model effective conflict resolution strategies and processes.

#### Personal and Career Planning

14. Use a systematic planning process to establish and revise short- and long-term goals.
15. Explain high school diploma options and requirements and their impact on postsecondary education/training and career options.
16. Participate effectively in own IEP meeting for transition planning.
17. Explain the components of own IEP.

#### Leadership

18. Exhibit leadership skills, including guiding or directing others on a positive course of action and appropriately influencing the opinion and behavior of others.
19. Assume leadership roles in various situations, including IEP team meetings.

## GENERAL NOTES

Students with disabilities may take this course to assist with their own individual transition planning. At district discretion, students may take this course in middle school for high school credit.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Unique Skills Communication: 9–12 (#7963150)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963150

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

**Course Section:** Exceptional Student Education

**Abbreviated Title:** U SKLS COMM

**Course Length:** Semester (S)

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

**Keywords:** unique skills communication 9-12, 9-12, secondary education, high school education, exceptional student education

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

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in communication. If the student also receives speech or language therapy, consultation/collaboration with the speech and language pathologist is recommended/required.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of training, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

ANY EXCEPT ED FIELD

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3b:</a>	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.10:</a>	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.

<a href="#">SP.PK12.US.5.3:</a>	Answer different types of questions, such as yes/no, open ended, and "wh" questions.
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.
<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.
<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">US.PK12.CM.1.1:</a>	Follow multi-step directions in sequence.
<a href="#">US.PK12.CM.1.2:</a>	Demonstrate understanding and recall of stories and information presented orally.



# Unique Skills Independent Functioning: 9–12 (#7963160)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7963160	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Special Skills Courses >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> U SKLS IND FUNC
<b>Keywords:</b> unique skills independent functioning: 9-12, secondary education, high school education, special skills courses, exceptional student education	<b>Course Length:</b> Semester (S)
<b>Grade Level(s):</b> 9, 10, 11, 12	

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

ANY EXCEPT ED FIELD

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.10.1b:</a>	Complete routines and tasks according to expectations, including the speed and accuracy of performance.
<a href="#">SP.PK12.US.10.2b:</a>	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.10:</a>	Recognize and convey personal information, including determining when to keep such information confidential.

<a href="#">SP.PK12.US.8.11b:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.3:</a>	Perform positive health practices, including preventative health care and fitness.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.
<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.
<a href="#">SP.PK12.US.9.2b:</a>	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
<a href="#">SP.PK12.US.9.3b:</a>	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.5b:</a>	Identify and follow rules when using various modes of transportation to access the community.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.



# Unique Skills: Curriculum and Learning 9-12 (#7963170)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7963170	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Special Skills Courses >
<b>Course Section:</b> Exceptional Student Education	<b>Abbreviated Title:</b> Unique Skills: Curriculum and Learning 9-12
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Semester (S)
<b>Keywords:</b> skills, strategies, disabilities, education	
<b>Grade Level(s):</b> 9, 10, 11, 12	

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.1c:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu.
<a href="#">SP.PK12.US.1.2b:</a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#">SP.PK12.US.1.2c:</a>	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.

<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
<a href="#">SP.PK12.US.3.1b:</a>	Apply skills and strategies to solve personal, school, community, and work problems.
<a href="#">SP.PK12.US.3.2a:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#">SP.PK12.US.3.3b:</a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
<a href="#">SP.PK12.US.3.4:</a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.



# Speech and Auditory Training: 9–12 (#7963180)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963180

**Course Section:** Exceptional Student Education

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

**Keywords:** speech and auditory training: 9-12, secondary education, high school education, special skills course, exceptional student education

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

**Abbreviated Title:** SPEECH & AUDIT TRAIN

**Course Length:** Semester (S)

## GENERAL NOTES

The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

### Certification Requirement:

HEAR IMPRD 6  
 SPCH CORR @6  
 SP LG IMPR 6  
 LIC SP LG PATH  
 SP LG ASSOC 6  
 SLPA

Licensure through the Florida Department of Health or certification through the Florida Department of Education

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.SA.1.1:</a>	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.
<a href="#">SP.PK12.SA.10.1:</a>	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
<a href="#">SP.PK12.SA.2.1:</a>	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
<a href="#">SP.PK12.SA.3.1:</a>	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
<a href="#">SP.PK12.SA.5.1:</a>	Maintain (clean, care for, and troubleshoot) personal listening device.
<a href="#">SP.PK12.SA.5.2:</a>	Advocate for appropriate accommodations to compensate for deafness or hearing loss.
<a href="#">SP.PK12.SA.6.1:</a>	Demonstrate awareness of speech and nonspeech sounds.
<a href="#">SP.PK12.SA.7.1:</a>	Listen to, retrieve, and imitate speech and spoken language.
<a href="#">SP.PK12.SA.8.1:</a>	Indicate similarities and differences between two or more sounds or spoken words.
<a href="#">SP.PK12.SA.9.1:</a>	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.





# Physical Therapy (#7966010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7966010

**Course Section:** Exceptional Student Education

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

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

**Abbreviated Title:** PHY THERAPY

## VERSION DESCRIPTION

The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual education plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for physical therapy, as a related service and is specified in a plan of treatment or care developed by a licensed physical therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

LIC AS PHY THER  
LIC AS PTA

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.7.1:</a>	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.



# Occupational Therapy (#7966020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7966020  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

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

## QUALIFICATIONS

LIC AS OCCUP THERA  
LIC AS OTA  
OCCUP THER @ 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.7.1:</a>	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.



# Speech Therapy (#7966030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7966030  
**Course Section:** Exceptional Student Education  
**Course Status:** Draft - Course Pending Approval

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

## VERSION DESCRIPTION

The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP) or educational plan (EP).

This course is designed for students with disabilities whose IEP or EP indicates the need for speech therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

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## QUALIFICATIONS

SP LG IMPR 6  
LIC SP LG PATH  
SP LG ASSOC 6  
SLPA  
SPCH CORR @ 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.10.1:</a>	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.8.1:</a>	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.9.1:</a>	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.



# Language Therapy (#7966040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7966040

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

**Course Section:** Exceptional Student Education

**Abbreviated Title:** LANG THERAPY

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

## VERSION DESCRIPTION

The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service.

The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

- SP LG IMPR 6
- LIC SP LG PATH
- SP LG ASSOC 6
- SLPA
- SPCH CORR @ 6

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.1.1:</a>	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
<a href="#">SP.PK12.TP.2.1:</a>	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
<a href="#">SP.PK12.TP.3.1:</a>	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
<a href="#">SP.PK12.TP.4.1:</a>	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
<a href="#">SP.PK12.TP.5.1:</a>	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
<a href="#">SP.PK12.VI.6.1:</a>	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.



# Therapeutic Instructional Support (#7900010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7900010

**Course Section:** Exceptional Student Education

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

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

**Abbreviated Title:** THRP INSTR SPT

## VERSION DESCRIPTION

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

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

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

B. **Special Note.** None.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

C. **Course Requirements.**

After successfully completing this course, the student will:

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Hospital/Homebound Instructional Services (#7900030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7900030	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult >
<b>Course Section:</b> Exceptional Student Education	<b>Subject:</b> Non-Credit >
<b>Course Status:</b> Draft - Course Pending Approval	<b>Abbreviated Title:</b> H/H INSTR SERVS

## VERSION DESCRIPTION

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

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

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

**B. Special Note.** None.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

**C. Course Requirements.**

After successfully completing this course, the student will:

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.