



# Therapeutic Instructional Support (#7900010)

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**Course Number:** 7900010  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Therapy > **Abbreviated Title:** THRP INSTR SPT  
**Course Length:** Not Applicable  
**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12

## 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.

## 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.

## QUALIFICATIONS

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

**Any field when certification reflects a bachelor or higher degree.**



# Hospital/Homebound Instructional Services (#7900030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7900030

**Course Path:** Section: Exceptional Student  
Education > **Grade Group:** Senior High and Adult >  
**Subject:** Therapy >  
**Abbreviated Title:** H/H INSTR SERVS  
**Course Length:** Not Applicable  
**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

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

## VERSION DESCRIPTION

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

**B. Special Note.** None.

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

## QUALIFICATIONS

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

**Any field when certification reflects a bachelor or higher degree.**



# Access English 1 (#7910120) [{ English 1 - 1001310 }](#)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7910120	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS ENGLISH 1
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core Academic Course	
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12,30,31	
<b>Graduation Requirement:</b> English	

## 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="#">LAFS.910.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>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> </ol> <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.910.L.1.AP.1a:</a></td> <td>Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing or speaking).</td> </tr> <tr> <td><a href="#">LAFS.910.L.1.AP.1b:</a></td> <td>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.</td> </tr> </tbody> </table>	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.		
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<a href="#">LAFS.910.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol> <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.910.L.1.AP.2a:</a></td> <td>Use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing.</td> </tr> <tr> <td><a href="#">LAFS.910.L.1.AP.2b:</a></td> <td>Use a colon (i.e., to introduce a list or quotation) appropriately in writing.</td> </tr> <tr> <td><a href="#">LAFS.910.L.1.AP.2c:</a></td> <td>Spell correctly in writing.</td> </tr> </tbody> </table>	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.
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<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.

[LAFS.910.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., 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).

#### 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.

[LAFS.910.L.3.5:](#)

- 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.

#### 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.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.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.

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.

[LAFS.910.RL.4.10:](#)

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.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.2:](#)

**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.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.1.3:](#)

**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.

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.

[LAFS.910.SL.2.4:](#)

**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.

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.910.SL.2.5:](#)

**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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[LAFS.910.SL.2.6:](#)

**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).

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.

[LAFS.910.W.1.1:](#)

#### Related Access Points

Name	Description
<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.

[LAFS.910.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.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.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.

[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.

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.

Interpret the significance of interrelationships in mental/emotional, physical, and social health.

[HE.912.C.1.2:](#)

**Remarks/Examples:**  
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:](#)

**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).

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.

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

There are more than 344 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/14608>



# Access English 2 (#7910125)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7910125	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS ENGLISH 2
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core Academic Course	
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12,30,31	
<b>Graduation Requirement:</b> English	

## 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="#">LAFS.910.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>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> </ol> <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.910.L.1.AP.1a:</a></td> <td>Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing or speaking).</td> </tr> <tr> <td><a href="#">LAFS.910.L.1.AP.1b:</a></td> <td>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.</td> </tr> </tbody> </table>	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.		
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<a href="#">LAFS.910.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol> <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.910.L.1.AP.2a:</a></td> <td>Use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing.</td> </tr> <tr> <td><a href="#">LAFS.910.L.1.AP.2b:</a></td> <td>Use a colon (i.e., to introduce a list or quotation) appropriately in writing.</td> </tr> <tr> <td><a href="#">LAFS.910.L.1.AP.2c:</a></td> <td>Spell correctly in writing.</td> </tr> </tbody> </table>	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.
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<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.

[LAFS.910.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., 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).

#### 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.

[LAFS.910.L.3.5:](#)

- 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.

#### 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.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.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.

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.

[LAFS.910.RL.4.10:](#)

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.

- 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.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.2:](#)

### 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.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.1.3:](#)

### 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.

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.

[LAFS.910.SL.2.4:](#)

### 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.

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.910.SL.2.5:](#)

### 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.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[LAFS.910.SL.2.6:](#)

### 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).

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that



[LAFS.910.W.1.1:](#)

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.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.

[LAFS.910.W.1.AP.3g:](#) Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

[LAFS.910.W.1.AP.3h:](#) Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

[LAFS.910.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.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.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.

[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
<a href="#">LAFS.910.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.

[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.

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.

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.

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.

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

There are more than 344 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/14609>



# Access English 3 (#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>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS ENGLISH 3
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core Academic Course	
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12,30,31	
<b>Graduation Requirement:</b> English	

## 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="#">LAFS.1112.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <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> <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.1112.L.1.AP.1a:</a></td> <td>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.</td> </tr> </tbody> </table>	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.		
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.						
<a href="#">LAFS.1112.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol> <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.1112.L.1.AP.2a:</a></td> <td>Follow hyphenation conventions.</td> </tr> <tr> <td><a href="#">LAFS.1112.L.1.AP.2b:</a></td> <td>Spell correctly in writing.</td> </tr> </tbody> </table>	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.
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.						
<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. <ol style="list-style-type: none"> <li>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.</li> </ol>						

### 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.

- 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., conceive, conception, conceivable).
- 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.
- 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.1112.L.3.4:](#)

### 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.

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

[LAFS.1112.L.3.5:](#)

### 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.

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.1112.L.3.6:](#)

### 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.

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.

[LAFS.1112.RI.1.1:](#)

### 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.

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.

[LAFS.1112.RI.1.2:](#)

### 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.

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.1.3:](#)

### 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.

[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.1b:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries or text.
<a href="#">LAFS.1112.RL.1.AP.1c:</a>	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).

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.

[LAFS.1112.RL.4.10:](#)

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.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
<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.

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.

[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.

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.

[SS.912.C.2.Su.i](#): Recognize the expansion of civil rights as reflected in the Constitution and its amendments.

[SS.912.C.2.Pa.i](#): Recognize examples of civil rights.

[ELD.K12.ELL.LA.1](#): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1](#): English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

There are more than 152 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/14610>



# Access English 4 (#7910135)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7910135	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS ENGLISH 4
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core Academic Course	<b>Course Attributes:</b>
<b>Course Status:</b> Course Approved	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Grade Level(s):</b> 9,10,11,12,30,31	
<b>Graduation Requirement:</b> English	

## 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="#">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).
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<a href="#">LAFS.1112.L.3.5:</a>	<p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<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 Federalist No. 10).
<a href="#">LAFS.1112.RI.2.5:</a>	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.
<a href="#">LAFS.1112.RI.2.6:</a>	<b>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.</b>
<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.
<a href="#">LAFS.1112.RI.3.8:</a>	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).
<a href="#">LAFS.1112.RI.3.9:</a>	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.
<a href="#">LAFS.1112.RI.4.10:</a>	<b>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.</b>
<a href="#">LAFS.1112.RI.4.10:</a>	<b>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.</b>
<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>	<b>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).</b>
<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.2.5:</a>	<b>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.</b>
<a href="#">LAFS.1112.RL.2.6:</a>	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).
<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.3.9:</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.
<a href="#">LAFS.1112.RL.4.10:</a>	<b>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.</b>
<a href="#">LAFS.1112.RL.4.10:</a>	<b>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.</b>
<a href="#">LAFS.1112.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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>
<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>	<b>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.</b>
<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.1.1:</a>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</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 claim(s), counterclaims, reasons, and evidence.</li> <li>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.</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 and supports the argument presented.</li> </ol>
<a href="#">LAFS.1112.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 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>
<a href="#">LAFS.1112.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 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>
<a href="#">LAFS.1112.W.2.4:</a>	<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>
<a href="#">LAFS.1112.W.2.5:</a>	<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>
<a href="#">LAFS.1112.W.2.6:</a>	<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>
<a href="#">LAFS.1112.W.3.7:</a>	<p>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.</p>
<a href="#">LAFS.1112.W.3.8:</a>	<p>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.</p>
<a href="#">LAFS.1112.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 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>
<a href="#">LAFS.1112.W.4.10:</a>	<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>
<a href="#">HE.912.B.4.3:</a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#">HE.912.B.4.4:</a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#">SS.912.C.3.13:</a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## Related Certifications

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus English (Grades 6-12)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus English (Grades 6-12)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus English (Grades 6-12)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>

There are more than 150 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15501>





# CTE Substitution for Access English 4 (#7910998)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7910998  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** CTE SUB ACC ENG 4  
**Course Length:** Not Applicable  
**Number of Credits:** One (1) credit  
**Course Type:** Course Substitution  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12,30,31  
**Graduation Requirement:** English

## VERSION DESCRIPTION

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

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

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



# CTE Substitution for English 4 (#7910999)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

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## VERSION DESCRIPTION

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

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



# Access Geometry (#7912065)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7912065

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

**Number of Credits:** Multiple Credit (more than 1 credit)

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

**Course Attributes:**

- Class Size Core Required
- Highly Qualified Teacher (HQT) Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Geometry

## 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).

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## Course Standards

Name	Description
<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. ★
	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★
<a href="#">MAFS.912.A-SSE.2.3:</a>	<p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression <math>1.15^t</math> can be rewritten as <math>(1.15^{1/12})^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p>
	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★
<a href="#">MAFS.912.F-LE.1.1:</a>	<p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>
<a href="#">MAFS.912.G-C.1.1:</a>	Prove that all circles are similar.
<a href="#">MAFS.912.G-C.1.2:</a>	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.
<a href="#">MAFS.912.G-C.1.3:</a>	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

<a href="#">MAFS.912.G-C.2.5:</a>	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.
<a href="#">MAFS.912.G-CO.1.1:</a>	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.
<a href="#">MAFS.912.G-CO.1.2:</a>	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).
<a href="#">MAFS.912.G-CO.1.3:</a>	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
<a href="#">MAFS.912.G-CO.1.4:</a>	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
<a href="#">MAFS.912.G-CO.1.5:</a>	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.
<a href="#">MAFS.912.G-CO.2.6:</a>	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.
<a href="#">MAFS.912.G-CO.2.7:</a>	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.
<a href="#">MAFS.912.G-CO.2.8:</a>	Explain how the criteria for triangle congruence (ASA, SAS, SSS, and Hypotenuse-Leg) follow from the definition of congruence in terms of rigid motions.
<a href="#">MAFS.912.G-CO.3.9:</a>	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 <i>bisector of a line segment are exactly those equidistant from the segment's endpoints.</i>
<a href="#">MAFS.912.G-CO.3.10:</a>	Prove theorems about triangles; use theorems about triangles to solve problems. Theorems include: measures of interior angles of a triangle sum to $180^\circ$ ; <i>triangle inequality theorem</i> ; <i>base angles of isosceles triangles are congruent</i> ; <i>the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length</i> ; the medians of a triangle meet at a point.
<a href="#">MAFS.912.G-CO.3.11:</a>	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.
<a href="#">MAFS.912.G-CO.4.12:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> <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> </div>
<a href="#">MAFS.912.G-CO.4.13:</a>	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
<a href="#">MAFS.912.G-GMD.1.1:</a>	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 <i>arguments, Cavalieri's principle, and informal limit arguments.</i>
<a href="#">MAFS.912.G-GMD.1.3:</a>	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★
<a href="#">MAFS.912.G-GMD.2.4:</a>	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
<a href="#">MAFS.912.G-GPE.1.1:</a>	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.
<a href="#">MAFS.912.G-GPE.2.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> <b>Geometry - Fluency Recommendations</b></p> <p>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.</p> </div>
<a href="#">MAFS.912.G-GPE.2.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> <b>Geometry - Fluency Recommendations</b></p> <p>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.</p> </div>
<a href="#">MAFS.912.G-GPE.2.6:</a>	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
<a href="#">MAFS.912.G-GPE.2.7:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> <b>Geometry - Fluency Recommendations</b></p> <p>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.</p> </div>
<a href="#">MAFS.912.G-MG.1.1:</a>	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★
<a href="#">MAFS.912.G-MG.1.2:</a>	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★
<a href="#">MAFS.912.G-MG.1.3:</a>	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). ★
<a href="#">MAFS.912.G-SRT.1.1:</a>	Verify experimentally the properties of dilations given by a center and a scale factor: <ul style="list-style-type: none"> <li>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.</li> <li>b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</li> </ul>

<a href="#">MAFS.912.G-SRT.1.2:</a>	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.
<a href="#">MAFS.912.G-SRT.1.3:</a>	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
<a href="#">MAFS.912.G-SRT.2.4:</a>	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.
	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
<a href="#">MAFS.912.G-SRT.2.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  <b>Geometry - Fluency Recommendations</b></p> <p>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.</p> </div>
<a href="#">MAFS.912.G-SRT.3.6:</a>	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.
<a href="#">MAFS.912.G-SRT.3.7:</a>	Explain and use the relationship between the sine and cosine of complementary angles.
<a href="#">MAFS.912.G-SRT.3.8:</a>	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★
<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-RN.1.2:</a>	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★
<a href="#">MAFS.912.S-ID.1.1:</a>	<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.1.4:</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. ★
	<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.
<a href="#">MAFS.K12.MP.1.1:</a>	
	<b>Reason abstractly and quantitatively.</b>
	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.
<a href="#">MAFS.K12.MP.2.1:</a>	
	<b>Construct viable arguments and critique the reasoning of others.</b>
	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.
<a href="#">MAFS.K12.MP.3.1:</a>	
	<b>Model with mathematics.</b>
	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.
<a href="#">MAFS.K12.MP.4.1:</a>	
	<b>Use appropriate tools strategically.</b>
	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
<a href="#">MAFS.K12.MP.5.1:</a>	

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.

[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.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.SL.1.1:](#)

**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.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[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.**

[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.

[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.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

There are more than 1220 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)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7912070

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** ACCESS LIB ARTS MATH

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

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

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** Mathematics

## 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="#">MAFS.912.A-APR.1.1:</a>	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.  <b>Remarks/Examples:</b> <b>Algebra 1 - Fluency Recommendations</b>  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.
<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.1.2:</a>	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
<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.  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.3.6:</a>	
<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.A-SSE.2.3:</a>	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 $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
<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.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.F-IF.2.5:</a>	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. ★
<a href="#">MAFS.912.F-IF.2.6:</a>	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. ★
<a href="#">MAFS.912.F-LE.1.1:</a>	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
<a href="#">MAFS.912.G-CO.1.1:</a>	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.
<a href="#">MAFS.912.G-CO.1.3:</a>	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
<a href="#">MAFS.912.G-CO.1.4:</a>	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
<a href="#">MAFS.912.G-CO.4.12:</a>	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.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  <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> </div>
<a href="#">MAFS.912.G-CO.4.13:</a>	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
<a href="#">MAFS.912.G-GMD.1.3:</a>	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★
<a href="#">MAFS.912.G-GMD.2.4:</a>	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
<a href="#">MAFS.912.G-MG.1.1:</a>	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★
<a href="#">MAFS.912.G-MG.1.2:</a>	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★
<a href="#">MAFS.912.G-MG.1.3:</a>	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). ★
<a href="#">MAFS.912.G-SRT.1.2:</a>	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.
<a href="#">MAFS.912.G-SRT.1.3:</a>	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
<a href="#">MAFS.912.G-SRT.2.4:</a>	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.  Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
<a href="#">MAFS.912.G-SRT.2.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  <b>Geometry - Fluency Recommendations</b></p> <p>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.</p> </div>
<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. ★  Define appropriate quantities for the purpose of descriptive modeling. ★

<a href="#">MAFS.912.N-Q.1.2:</a>	<p><b>Remarks/Examples:</b>  <b>Algebra 1 Content Notes:</b></p> <p>Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</p>
<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.1.2:</a>	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
<a href="#">MAFS.912.S-ID.1.1:</a>	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★
<a href="#">MAFS.912.S-ID.1.1:</a>	<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>
<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. ★
<a href="#">MAFS.912.S-ID.1.2:</a>	<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>
<a href="#">MAFS.912.S-ID.1.3:</a>	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★
<a href="#">MAFS.912.S-ID.1.3:</a>	<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>
<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. ★
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p>
<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>
<a href="#">MAFS.K12.MP.2.1:</a>	<p><b>Reason abstractly and quantitatively.</b></p>
<a href="#">MAFS.K12.MP.2.1:</a>	<p>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.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p>
<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>
<a href="#">MAFS.K12.MP.4.1:</a>	<p><b>Model with mathematics.</b></p>
<a href="#">MAFS.K12.MP.4.1:</a>	<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>
<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>

**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.

[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.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.SL.1.1:](#)

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.
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[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.

[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.

[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.

[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.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

[Middle Grades Mathematics \(Middle Grades 5-9\)](#) Plus [Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mathematics \(Secondary Grades 7-12\)](#) Plus [Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#) Plus [Mathematics \(Grades 6-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#) Plus [Mathematics \(Elementary Grades 1-6\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Mathematics \(Secondary Grades 7-12\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)  
[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)  
[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)  
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[Elementary Education \(Grades K-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
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There are more than 1267 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15502>



# Access Algebra 1 (#7912075) [{ Algebra 1 - 1200310 }](#)

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<p><b>Course Number:</b> 7912075</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Algebra 1</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; <b>Abbreviated Title:</b> Access Algebra 1</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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).

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

[Action=CMS\\_Document&DocID=139](#). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## Course Standards

Name	Description						
<a href="#">MAFS.912.A-APR.1.1:</a>	<p>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> <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> <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.912.A-APR.1.AP.1b:</a></td> <td>Understand the concepts of combining like terms and closure.</td> </tr> <tr> <td><a href="#">MAFS.912.A-APR.1.AP.1c:</a></td> <td>Add, subtract, and multiply polynomials and understand how closure applies under these operations.</td> </tr> </tbody> </table>	Name	Description	<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.
Name	Description						
<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.						
<a href="#">MAFS.912.A-APR.2.3:</a>	<p>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.</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="#">MAFS.912.A-APR.2.AP.3a:</a></td> <td>Find the zeros of a polynomial when the polynomial is factored (e.g., If given the polynomial equation <math>y = x^2 + 5x + 6</math>, factor the polynomial as <math>y = (x + 3)(x + 2)</math>. Then find the zeros of <math>y</math> by setting each factor equal to zero and solving. <math>x = -2</math> and <math>x = -3</math> are the two zeroes of <math>y</math>).</td> </tr> <tr> <td><a href="#">MAFS.912.A-APR.2.AP.3b:</a></td> <td>Use the zeros of a function to sketch a graph of the function.</td> </tr> </tbody> </table>	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.
Name	Description						
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<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-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.

[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.In.10a:</a>	Identify and graph the solutions (ordered pairs) on a graph of an equation in two variables.
<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.In.11a:</a>	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically.
<a href="#">MAFS.912.A-REI.4.AP.11a:</a>	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically

[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.In.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.In.12b:</a>	Graph a system of linear inequalities in two variables using at least two coordinate pairs for each inequality.
<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.

[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
<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.

Use the formula for the sum of finite geometric series to solve problems.

[MAFS.912.A-SSE.2.AP.4a:](#)  $a \left( \frac{1 - r^n}{1 - r} \right)$

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 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).

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.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  $y = (1.02)^t$ ;  $y = (0.97)^t$ ;  $y = (1.01)^{12t}$ ;  $y = (1.2)^{vt/10}$ , 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., $y = mx + b$ , $f(x) = y$ , $y - y_1 = m(x - x_1)$ , $Ax + By = C$ ].
<a href="#">MAFS.912.F-IF.3.AP.8b:</a>	Describe the properties of a function (e.g., rate of change, maximum, minimum, etc.).

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:](#)

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. ★

<p><b>Remarks/Examples:</b></p> <p><b>Algebra 1 Content Notes:</b></p> <p>Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</p>
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[MAFS.912.N-Q.1.2:](#)

### 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., $5^{1/2} = \sqrt{5}$ ). Extend the properties of exponents to justify that $(5^{1/2})^2 = 5$
<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.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.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

[MAFS.K12.MP.3.1:](#)

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:](#)

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.1.3:](#)

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.2.4:](#)

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.3.7:](#)

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.

[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.

[ELD.K12.ELL.MA.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Grades 6-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Middle Grades Mathematics (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Mathematics (Secondary Grades 7-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Mathematics (Grades 6-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Middle Grades Mathematics (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mathematics (Secondary Grades 7-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Grades 6-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Middle Grades Mathematics (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Mathematics (Secondary Grades 7-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Mathematics (Grades 6-12)</a>

<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Middle Grades Mathematics (Middle Grades 5-9)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mathematics (Secondary Grades 7-12)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Grades 6-12)</a>
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<a href="#">Mathematics (Secondary Grades 7-12)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>

There are more than 1250 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15503>



# Access Algebra 1A (#7912080)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7912080</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p> <p><b>Graduation Requirement:</b> Mathematics</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt; <b>Abbreviated Title:</b> ACCESS ALGEBRA 1A</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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).

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## Course Standards

Name	Description
<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). 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 $f(x) = g(x)$ .

<a href="#">MAFS.912.A-REI.4.11:</a>	= $g(x)$ ; 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.A-SSE.2.3:</a>	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 $1.15$ can be rewritten as $(1.15^{1/12})^{12} \approx 1.012^{12}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
<a href="#">MAFS.912.F-BF.1.1:</a>	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.
<a href="#">MAFS.912.F-BF.2.3:</a>	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.
<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.F-IF.2.5:</a>	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. ★
<a href="#">MAFS.912.F-IF.2.6:</a>	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. ★
<a href="#">MAFS.912.F-IF.3.7:</a>	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ 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.
<a href="#">MAFS.912.F-IF.3.9:</a>	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.
<a href="#">MAFS.912.F-LE.1.1:</a>	Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
<a href="#">MAFS.912.F-LE.1.2:</a>	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). ★
<a href="#">MAFS.912.F-LE.1.3:</a>	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
<a href="#">MAFS.912.F-LE.2.5:</a>	Interpret the parameters in a linear or exponential function in terms of a context. ★
<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. ★ <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.
<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.1.1:</a>	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 $(5^{1/3})^3 = 5^{(1/3)3} = 5$ to



hold, so  $(5^{\frac{1}{3}})^3$  must equal 5.

[MAFS.912.N-RN.1.2:](#)

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

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.

[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. ★

**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  $5 - 3(x$

[MAFS.K12.MP.7.1:](#)

$-y)^2$  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:](#)

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.1.3:](#)

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.2.4:](#)

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.3.7:](#)

**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:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.2:](#)

**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

[LAFS.910.SL.1.3:](#)

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.

[LAFS.910.SL.2.4:](#)

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:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.4:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.3.9:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SI.1:](#)

## Related Certifications

[Mentally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Mathematics \(Secondary Grades 7-12\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Mathematics \(Secondary Grades 7-12\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Mathematics \(Secondary Grades 7-12\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Mathematics \(Secondary Grades 7-12\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mathematics \(Secondary Grades 7-12\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Elementary Grades 1-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

There are more than 1078 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15504>



# Access Algebra 1B (#7912090)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<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>Abbreviated Title:</b> ACCESS ALGEBRA 1B
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core Academic Course	<b>Course Attributes:</b>
<b>Course Status:</b> Course Approved	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Grade Level(s):</b> 9,10,11,12,30,31	
<b>Graduation Requirement:</b> Algebra 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 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).

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## Course Standards

Name	Description
<a href="#">MAFS.912.A-APR.1.1:</a>	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.  <b>Remarks/Examples:</b> <b>Algebra 1 - Fluency Recommendations</b>  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.
<a href="#">MAFS.912.A-APR.2.3:</a>	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.
<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.1.4:</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> ★  Solve quadratic equations in one variable. a. 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.

MAFS.912.A-REI.2.4:	b. 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 $b$ .
MAFS.912.A-SSE.1.1:	<p>Interpret expressions that represent a quantity in terms of its context. ★</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</p>
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 $(x^2 - y^2)(x^2 + y^2)$ .
MAFS.912.A-SSE.2.3:	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression <math>1.15^t</math> can be rewritten as <math>(1.15^{1/12})^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p>
MAFS.912.F-BF.1.1:	<p>Write a function that describes a relationship between two quantities. ★</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>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.</p> <p>c. Compose functions. For example, if <math>T(y)</math> is the temperature in the atmosphere as a function of height, and <math>h(t)</math> is the height of a weather balloon as a function of time, then <math>T(h(t))</math> is the temperature at the location of the weather balloon as a function of time.</p>
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.
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. ★
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. ★
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. ★
MAFS.912.F-IF.3.7:	<p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <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>
MAFS.912.F-IF.3.8:	<p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. 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.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>; <math>y = (0.97)^t</math>; <math>y = (1.01)^{12t}</math>; <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</p>
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.
MAFS.912.F-LE.1.1:	<p>Distinguish between situations that can be modeled with linear functions and with exponential functions. ★</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>
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. ★
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. ★
MAFS.912.N-RN.1.2:	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
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.
MAFS.912.S-ID.1.1:	<p>Represent data with plots on the real number line (dot plots, histograms, and box plots). ★</p> <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> <p>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. ★</p>

<a href="#">MAFS.912.S-ID.1.2:</a>	<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>
<a href="#">MAFS.912.S-ID.1.3:</a>	<p>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★</p> <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>
<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. ★
<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>	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★</p> <ol style="list-style-type: none"> <li>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.</li> <li>Informally assess the fit of a function by plotting and analyzing residuals.</li> <li>Fit a linear function for a scatter plot that suggests a linear association.</li> </ol>
<a href="#">MAFS.912.S-ID.3.7:</a>	<p><b>Remarks/Examples:</b> 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.</p>
<a href="#">MAFS.912.S-ID.3.8:</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.3.9:</a>	Compute (using technology) and interpret the correlation coefficient of a linear fit. ★
<a href="#">MAFS.912.S-ID.3.9:</a>	Distinguish between correlation and causation. ★
<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.2.1:</a>	<p><b>Reason abstractly and quantitatively.</b></p> <p>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.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <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>
<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</p>

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, expressing 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.

[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.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.SL.1.1:](#)

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.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[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.

[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.

[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.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Middle Grades Mathematics \(Middle Grades 5-9\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Mathematics \(Secondary Grades 7-12\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\)](#) Plus [Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#) Plus [Elementary Education \(Elementary Grades 1-6\)](#)

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Grades 6-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Middle Grades Mathematics (Middle Grades 5-9)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mathematics (Secondary Grades 7-12)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
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There are more than 1093 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15505>



# Access Algebra 2 (#7912095)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7912095</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Mathematics</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt;</p> <p><b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS ALGEBRA 2</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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="#">MAFS.912.A-APR.1.1:</a>	<p>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> <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> <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.912.A-APR.1.AP.1b:</a></td> <td>Understand the concepts of combining like terms and closure.</td> </tr> <tr> <td><a href="#">MAFS.912.A-APR.1.AP.1c:</a></td> <td>Add, subtract, and multiply polynomials and understand how closure applies under these operations.</td> </tr> </tbody> </table>	Name	Description	<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.
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<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.						
<a href="#">MAFS.912.A-APR.2.2:</a>	<p>Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</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="#">MAFS.912.A-APR.2.AP.2a:</a></td> <td>Understand and apply the remainder theorem.</td> </tr> <tr> <td><a href="#">MAFS.912.A-APR.2.AP.2b:</a></td> <td>Understand that <math>a</math> is a root of a polynomial function if and only if <math>x - a</math> is a factor of the function.</td> </tr> </tbody> </table> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the</p>	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.
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.						

## Related Access Points

Name	Description
<a href="#">MAFS.912.A-APR.2.3a:</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.2.3b:</a>	Use the zeros of a function to sketch a graph of the function.

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.

## Related Access Points

Name	Description
	Illustrate how polynomial identities are used to determine numerical relationships such as:
	$25^2 = (20 + 5)^2 = 20^2 + 2(20)(5) + 5^2$ $(a + b)^2 = a^2 + 2ab + b^2$ $(a + b)(c + d) = ac + ad + bc + bd$ $a^2 - b^2 = (a + b)(a - b) \text{ (Difference of Squares)}$ $a^3 + b^3 = (a + b)(a^2 - ab + b^2) \text{ (Sum of Cubes)}$ $a^3 - b^3 = (a - b)(a^2 + ab + b^2) \text{ (Difference of Cubes)}$ $x^2 + (a + b)x + ab = (x + a)(x + b)$
<a href="#">MAFS.912.A-APR.3.4.4a:</a>	Quadratic Formula if $ax^2 + bx + c = 0$ , then $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
<a href="#">MAFS.912.A-APR.3.4.4b:</a>	Prove polynomial identities by showing steps and providing reasons.
<a href="#">MAFS.912.A-APR.3.4.5a:</a>	Match a binomial expression with its binomial expansion, e.g., $(3x - 5)^2 = (3x - 5)(3x - 5)$ .

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.

## Related Access Points

Name	Description
<a href="#">MAFS.912.A-APR.4.6a:</a>	Rewrite rational expressions, $a(x)/b(x)$ , in the form $q(x) + r(x)/b(x)$ by using factoring, long division, or synthetic division.
<a href="#">MAFS.912.A-APR.4.6a:</a>	Understand how to add, subtract, multiply, and divide rational expressions.

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.1.1a:</a>	Create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.

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.1.2a:</a>	Graph equations in two or more variables on coordinate axes with labels and scales.

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.1.3a:</a>	Identify and interpret the solution of a system of linear equations from a real-world context that has been graphed.

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.1.4a:</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.

[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.

Solve quadratic equations in one variable.

a. 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.

[MAFS.912.A-REI.2.4:](#)

b. 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.

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

[MAFS.912.A-REI.3.6:](#)

**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  $x^2 + y^2 = 3$ .

**Related Access Points**

Name	Description
<a href="#">MAFS.912.A-REI.3.In.7a:</a>	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically.
<a href="#">MAFS.912.A-REI.3.In.7b:</a>	Solve a simple system consisting of a linear equation and a quadratic equation in two variables graphically.

[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.In.11a:</a>	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically.
<a href="#">MAFS.912.A-REI.4.AP.11a:</a>	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically

[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.

[MAFS.912.A-SSE.1.AP.2c:](#) 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. ★

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  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

[MAFS.912.A-SSE.2.3:](#)

### 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.
<a href="#">MAFS.912.A-SSE.2.AP.4a:</a>	Use the formula for the sum of finite geometric series to solve problems.

[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 $\times$ 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.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. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.1.AP.2a:</a>	Write arithmetic sequences with an explicit formula. $a_n = a_1 + d(n - 1)$
<a href="#">MAFS.912.F-BF.1.AP.2b:</a>	Select the function that models the arithmetic sequence written recursively.
<a href="#">MAFS.912.F-BF.1.AP.2c:</a>	Write geometric sequences with an explicit formula ( $a_n = a_1 r^{n-1}$ ).
<a href="#">MAFS.912.F-BF.1.AP.2d:</a>	Select the function that models the geometric sequence written recursively.

[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.

- a. 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  $x \neq 1$ .*
- b. Verify by composition that one function is the inverse of another.
- c. Read values of an inverse function from a graph or a table, given that the function has an inverse.
- d. Produce an invertible function from a non-invertible function by restricting the domain.

[MAFS.912.F-BF.2.4:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.2.AP.4a:</a>	Identify the values of an inverse function given a function modeled in a table or graph.
<a href="#">MAFS.912.F-BF.2.AP.4b:</a>	Write an expression for the inverse of a simple function.
<a href="#">MAFS.912.F-BF.2.AP.4c:</a>	Verify graphically or in tables that one function is the inverse of another.

[MAFS.912.F-BF.2.a:](#) Use the change of base formula.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-BF.2.AP.a:</a>	Substitute values into 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.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. ★

[MAFS.912.F-IF.3.7:](#)

- 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.

[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  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{2t}$ ,  $y = (1.2)^{t/10}$ , 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.

[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. ★

#### Related Access Points

Name	Description
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[MAFS.912.F-LE.1.AP.4a:](#) Select the logarithm that models the function in the form  $ab^{ct} = d$

[MAFS.912.F-LE.1.AP.4b:](#) Use technology to solve exponential models using logarithms with base 10 or e.

[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.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-TF.1.AP.1a:</a>	Convert from degrees to radians.
<a href="#">MAFS.912.F-TF.1.AP.1b:</a>	Convert from radians to degrees.

[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.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-TF.1.AP.2a:</a>	Label the unit circle.
<a href="#">MAFS.912.F-TF.1.AP.2b:</a>	Use the unit circle to label ordered pairs for cosine and sine.

[MAFS.912.F-TF.2.5:](#) Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-TF.2.AP.5a:</a>	Choose basic trigonometric functions to model cosine and sine graphs.
<a href="#">MAFS.912.F-TF.2.AP.5b:</a>	Choose basic trigonometric functions to model cosine and sine graphs with a specified amplitude. Choose basic trigonometric functions to model cosine and sine graphs with a specified amplitude.
<a href="#">MAFS.912.F-TF.2.AP.5c:</a>	Choose basic trigonometric functions to model cosine and sine graphs with a specified midline.
<a href="#">MAFS.912.F-TF.2.AP.5d:</a>	Choose basic trigonometric functions to model cosine and sine graphs with a specified frequency.

[MAFS.912.F-TF.3.8:](#) Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to calculate trigonometric ratios.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.F-TF.3.AP.8a:</a>	Use the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ to calculate trigonometric ratios.

[MAFS.912.G-GPE.1.2:](#) Derive the equation of a parabola given a focus and directrix.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.G-GPE.1.AP.2a:</a>	Use the formula $(y - k)^2 = 4a(x - h)$ or formula $(x - h)^2 = 4a(y - k)$ for a parabola to write the equation when given the 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.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-CN.1.AP.1b:</a>	Identify a number in the form $a + bi$ as a complex number.

[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.

#### Related Access Points

Name	Description
<a href="#">MAFS.912.N-CN.1.AP.2a:</a>	Use properties to combine like terms of complex numbers in the form of $a + bi$ with $a$ and $b$ being real numbers.
<a href="#">MAFS.912.N-CN.1.AP.2b:</a>	Use properties to multiply complex numbers in the form of $a + bi$ with $a$ and $b$ being real 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:](#)

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-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  $\sqrt[5]{5}$  to be the cube root of 5 because we want  $(\sqrt[5]{5})^3 = \sqrt[5]{125}$  to hold, so  $(\sqrt[5]{5})^3$  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., $5^{1/2} = \sqrt{5}$ ). Extend the properties of exponents to justify that $(5^{1/2})^2 = 5$
<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"). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-CP.1.AP.1a:</a>	Describe events as subsets of a sample space using characteristics or categories. For example: When rolling a die the sample space is 1, 2, 3, 4, 5, 6. The even numbers would be a subset of the sample space.
<a href="#">MAFS.912.S-CP.1.AP.1b:</a>	Describe the union of events in a sample space. For example: Event A contains soccer players, event B contains football players. The union of the sets is football players and soccer players all together.
<a href="#">MAFS.912.S-CP.1.AP.1c:</a>	Describe the intersection of events in a sample space. For example: Event A contains soccer players, event B contains football players. Intersection of the sets is players that participate in both soccer and football.
<a href="#">MAFS.912.S-CP.1.AP.1d:</a>	Describe the complement of events in a sample space. For example: Event A contains soccer players, event B contains football players. The complement of Event B is all players that are not football players.

[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. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-CP.1.AP.2a:</a>	Describe the characteristics that make events independent.
<a href="#">MAFS.912.S-CP.1.AP.2b:</a>	Calculate the probability of events A and B occurring together. $P(A \text{ and } B) = P(A) \times P(B)$

[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. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-CP.1.AP.3a:</a>	Using a two-way table, find the conditional probability of A given B.
<a href="#">MAFS.912.S-CP.1.AP.3b:</a>	Identify when two events are independent. $P(A \text{ and } B) \div P(A) = P(B)$

[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. ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-CP.1.AP.4a:</a>	Select or make an appropriate statement based on a two-way frequency table.

[MAFS.912.S-CP.1.5:](#)

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. ★

### Related Access Points

Name	Description
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[MAFS.912.S-CP.1.AP.5a:](#) Select or make an appropriate statement based on real-world examples of conditional probability.

[MAFS.912.S-CP.2.6:](#)

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. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-CP.2.AP.6a:</a>	Using a two-way table, find the conditional probability of A given within the context of the model.

[MAFS.912.S-CP.2.7:](#)

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. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-CP.2.AP.7a:</a>	Use the addition rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ .
<a href="#">MAFS.912.S-CP.2.AP.7b:</a>	Interpret the answer to the Addition Rule within the context of the model.

[MAFS.912.S-IC.1.1:](#)

Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-IC.1.AP.1a:</a>	Determine what inferences can be made from statistics.
<a href="#">MAFS.912.S-IC.1.AP.2a:</a>	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.
<a href="#">MAFS.912.S-IC.1.AP.2b:</a>	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.
<a href="#">MAFS.912.S-IC.1.AP.2c:</a>	Determine what inferences can be made from the model.

[MAFS.912.S-IC.1.2:](#)

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?

[MAFS.912.S-IC.2.3:](#)

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-IC.2.AP.3a:</a>	Understand that statistics can be used to gain information about a population by examining a random sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.
<a href="#">MAFS.912.S-IC.2.AP.3b:</a>	Identify the purpose of sample surveys, experiments and observational studies.
<a href="#">MAFS.912.S-IC.2.AP.3c:</a>	Use measures of center tendency (mean, median, mode) 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.
<a href="#">MAFS.912.S-IC.2.AP.3d:</a>	Identify the differences between sample surveys, experiments and observational studies.

[MAFS.912.S-IC.2.4:](#)

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. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-IC.2.AP.4a:</a>	Understand that the margin of error produces a range of values.
<a href="#">MAFS.912.S-IC.2.AP.4b:</a>	Use the sample data to create a proportional relationship to find the population data. For example, if there are 10 squirrels living in a 200 square foot area, how many squirrels are in a 2000 square foot area?
<a href="#">MAFS.912.S-IC.2.AP.4c:</a>	Use the sample data to estimate the population mean.

[MAFS.912.S-IC.2.5:](#)

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-IC.2.AP.5a:</a>	Use measures of center tendency (mean, median, mode) and measures of variability (range and standard deviation) for numerical data from random experiment to compare two treatments.

[MAFS.912.S-IC.2.6:](#)

Evaluate reports based on data. ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-IC.2.AP.6a:</a>	Make or select an appropriate statement(s) about findings.



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. ★

#### 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

[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.

[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.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 11–12 texts and topics.

[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.1.1:](#)

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.

[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.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.SL.1.1:](#)

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.

### 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.

[ELD.K12.ELL.MA.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Elementary Education \(Grades K-6\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)  
[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)  
[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)  
[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)  
[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)  
[Mathematics \(Secondary Grades 7-12\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Emotionally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)  
[Emotionally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)  
[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Mathematics \(Secondary Grades 7-12\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)  
[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)  
[Mathematics \(Secondary Grades 7-12\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)  
[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)  
[Mathematics \(Secondary Grades 7-12\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Elementary Grades 1-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Mentally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Grades 6-12\)](#)  
[Mentally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)  
[Middle Grades Mathematics \(Middle Grades 5-9\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Mathematics \(Secondary Grades 7-12\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

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/15506>



# CTE Substitution for Access Mathematics (#7912998)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7912998  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >  
**Abbreviated Title:** CTE SUB ACC MATH  
**Course Length:** Not Applicable

**Number of Credits:** One (1) credit  
**Course Type:** Course Substitution  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12,30,31  
**Graduation Requirement:** Mathematics

## VERSION DESCRIPTION

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

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

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



# CTE Substitution for Mathematics (#7912999)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7912999  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >  
**Abbreviated Title:** CTE SUB MATH  
**Course Length:** Not Applicable

**Number of Credits:** One (1) credit  
**Course Type:** Course Substitution  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12,30,31  
**Graduation Requirement:** Mathematics

## VERSION DESCRIPTION

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

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

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



# Specially Designed Physical Education (#7915010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7915010	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> SPECI DESIGN PE
<b>Number of Credits:</b> Multiple credits	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core Academic Course	<b>Course Attributes:</b>
<b>Course Status:</b> Course Approved	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Grade Level(s):</b> 9,10,11,12,30,31	
<b>Graduation Requirement:</b> Physical Education	

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

## Related Certifications

<a href="#">Physical Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Physical Education (Grades 6-12)</a>
<a href="#">Adaptive Physical Education Endorsement</a> Plus <a href="#">Physical Education (Grades 6-12)</a>



# Access Health Opportunities Through Physical Education 9-12 (#7915015)

{ [HOPE-Core - 3026010](#) }

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<p><b>Course Number:</b> 7915015</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Physical Education</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt; <b>Abbreviated Title:</b> ACCESS HOPE 9-12</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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 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="#">PE.912.C.2.6:</a>	Compare and contrast the health-related benefits of various physical activities.
<b>Related Access Points</b>	
Name	Description
<a href="#">PE.912.C.2.In.f:</a>	Describe the health-related benefits of various physical activities.
<a href="#">PE.912.C.2.Su.f:</a>	Identify the health-related benefits of various physical activities.
<a href="#">PE.912.C.2.Pa.f:</a>	Recognize 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.
<b>Related Access Points</b>	
Name	Description
<a href="#">PE.912.C.2.In.g:</a>	Examine the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.Su.g:</a>	Identify the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.Pa.g:</a>	Recognize the effect of a specific warm-up or cool-down activity.
<a href="#">PE.912.C.2.8:</a>	Differentiate between 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.912.C.2.In.h:</a>	Identify the three stages (types) of heat illnesses and the symptoms associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke.
<a href="#">PE.912.C.2.Su.h:</a>	Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke.
<a href="#">PE.912.C.2.Pa.h:</a>	Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion or heat stroke.

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

[PE.912.C.2.9:](#)

#### Remarks/Examples:

Some examples of precautions are hydration and appropriate attire.

### Related Access Points

Name	Description
<a href="#">PE.912.C.2.In.i:</a>	Describe the precautions to be taken when exercising in extreme weather and environmental conditions.
<a href="#">PE.912.C.2.Su.i:</a>	Identify precautions to be taken when exercising in a variety of weather conditions or environmental conditions.
<a href="#">PE.912.C.2.Pa.i:</a>	Recognize a precaution to be taken when exercising in selected environmental conditions.

[PE.912.C.2.10:](#)

Analyze long-term benefits of regularly participating in physical activity.

### Related Access Points

Name	Description
<a href="#">PE.912.C.2.In.j:</a>	Describe long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.Su.j:</a>	Identify long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.Pa.j:</a>	Recognize a long-term benefit of regularly participating in physical activity.

Explain how each of the health-related components of fitness are improved through the application of training principles.

[PE.912.C.2.11:](#)

#### 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.C.2.In.k:</a>	Describe how each of the health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition, are improved through the application of training principles.
<a href="#">PE.912.C.2.Su.k:</a>	Identify how health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition are improved through the application of training principles.
<a href="#">PE.912.C.2.Pa.k:</a>	Recognize that exercise and training improves health-related fitness.

[PE.912.C.2.12:](#)

Compare and contrast aerobic versus anaerobic activities.

### Related Access Points

Name	Description
<a href="#">PE.912.C.2.In.l:</a>	Describe the differences between aerobic and anaerobic activities.
<a href="#">PE.912.C.2.Su.l:</a>	Identify the differences between aerobic and anaerobic activities.
<a href="#">PE.912.C.2.Pa.l:</a>	Recognize selected aerobic and anaerobic activities.

[PE.912.C.2.13:](#)

Document food intake, calories consumed and energy expended through physical activity and analyze the results.

### Related Access Points

Name	Description
<a href="#">PE.912.C.2.In.m:</a>	Document food intake, calories consumed and energy expended through physical activity and examine the results.
<a href="#">PE.912.C.2.Su.m:</a>	Document food intake and physical activity and identify the results.
<a href="#">PE.912.C.2.Pa.m:</a>	Document food intake and physical activity and recognize results.

Compare and contrast the skill-related components of fitness used in various physical activities.

[PE.912.C.2.14:](#)

#### Remarks/Examples:

The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.

### Related Access Points

Name	Description
<a href="#">PE.912.C.2.In.n:</a>	Identify differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.
<a href="#">PE.912.C.2.Su.n:</a>	Recognize differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.
<a href="#">PE.912.C.2.Pa.n:</a>	Recognize more than one skill-related components of fitness, such as speed, coordination, balance, power, agility or reaction time in various physical activities.

[PE.912.C.2.15:](#)

Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.

**Related Access Points**

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
<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.C.2.25:](#)

Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

**Related Access Points**

Name	Description
<a href="#">PE.912.C.2.In.y:</a>	Describe the safety procedures, rules and equipment associated with specific course activities.

[PE.912.C.2.Su.y:](#) Identify the safety procedures, rules and equipment associated with specific course activities.

[PE.912.C.2.Pa.y:](#) Recognize the safety procedures, rules and equipment associated with specific course activities.

Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.

[PE.912.C.2.27:](#)

**Remarks/Examples:**

Some examples are volleyball and tennis serve, surfing and skate boarding.

**Related Access Points**

Name	Description
<a href="#">PE.912.C.2.In.a:</a>	Examine how movement skills from one physical activity can be transferred and used in other physical activities.
<a href="#">PE.912.C.2.Su.aa:</a>	Identify how movement skills from one physical activity can be transferred and used in other physical activities.
<a href="#">PE.912.C.2.Pa.aa:</a>	Recognize that movement skills from one physical activity can be used in other physical activities.

[PE.912.L.3.1:](#)

Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.

**Related Access Points**

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.3.4:](#)

Identify the in-school opportunities for participation in a variety of physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.912.L.3.In.d:</a>	Recognize the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.Su.d:</a>	Recognize selected in-school opportunities for participation in physical activities.
<a href="#">PE.912.L.3.Pa.d:</a>	Recognize an in school opportunity for participation in physical activity.

[PE.912.L.3.5:](#)

Identify the community opportunities for participation in a variety of physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.912.L.3.In.e:</a>	Recognize community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.Su.e:</a>	Recognize selected community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.Pa.e:</a>	Recognize a selected community opportunity for participation in physical activity.

[PE.912.L.3.6:](#)

Identify risks and safety factors that may affect physical activity throughout life.

**Related Access Points**

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.

Design a personal fitness program.

[PE.912.L.4.1:](#)

**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
<a href="#">PE.912.L.4.In.b:</a>	Recognize ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.Su.b:</a>	Recognize ways to self-assess a personal fitness program.
<a href="#">PE.912.L.4.Pa.b:</a>	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.J:</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.J:</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.

Apply the principles of training and conditioning to accommodate individual needs and strengths.

[PE.912.M.1.16:](#)

**Remarks/Examples:**  
Some examples of training principles are overload, specificity and progression.

### Related Access Points

Name	Description
<a href="#">PE.912.M.1.In.p:</a>	Use the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.
<a href="#">PE.912.M.1.Su.p:</a>	Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.
<a href="#">PE.912.M.1.Pa.p:</a>	Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths for selected modified physical activities.

[PE.912.M.1.17:](#) Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

### Related Access Points

Name	Description
<a href="#">PE.912.M.1.In.q:</a>	Perform basic cardiopulmonary resuscitation procedures.
<a href="#">PE.912.M.1.Su.q:</a>	Imitate basic cardiopulmonary resuscitation procedures.
<a href="#">PE.912.M.1.Pa.q:</a>	Perform guided basic emergency response procedures.

[PE.912.M.1.19:](#) Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

### Related Access Points

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.

[PE.912.M.1.33:](#) Practice complex motor activities in order to improve performance.

### Related Access Points

Name	Description
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<a href="#">PE.912.M.1.In.ag:</a>	Practice motor activities in order to improve performance.
<a href="#">PE.912.M.1.Su.ag:</a>	Practice basic motor activities in order to improve performance.
<a href="#">PE.912.M.1.Pa.ag:</a>	Practice modified movement (motor) activities in order to improve performance.

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.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
<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.

Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

[PE.912.R.5.4:](#)

**Remarks/Examples:**  
Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**Related Access Points**

Name	Description
<a href="#">PE.912.R.5.In.d:</a>	Use appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.Su.d:</a>	Use appropriate personal and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.Pa.d:</a>	Use appropriate personal behavior while participating in a variety of physical activities.

[PE.912.R.5.5:](#)

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

**Related Access Points**

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
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<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:](#)

**Remarks/Examples:**  
Some examples of potential benefits are physical, mental, emotional and social.

**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.

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:](#)

<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.
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## 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:](#)

<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.
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## 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:](#)

<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.
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## 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.

Evaluate personal health practices and overall health status to include all dimensions of health.

[HE.912.B.6.1:](#)

<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.
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## 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:](#)

**Remarks/Examples:**

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.

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.

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.

Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

[HE.912.C.1.8:](#)

**Remarks/Examples:**

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.

**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:](#)

**Remarks/Examples:**

Nutritional management of meals, composition of and relationships within families, and health-insurance status.

**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:](#)

**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.

Assess how the school and community can affect personal health practice and behaviors.

[HE.912.C.2.3:](#)

**Remarks/Examples:**

Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.

**Related Access Points**

Name	Description
<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:](#)

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

**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:](#)

**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).

Evaluate the impact of technology on personal, family, and community health.

[HE.912.C.2.6:](#)

**Remarks/Examples:**

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.

**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:](#)

**Remarks/Examples:**

Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

**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:](#)

**Remarks/Examples:**

Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.

**Related Access Points**

Name	Description
<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:](#)

**Remarks/Examples:**

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:](#)

**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.

Demonstrate how to influence and support others in making positive health choices.

[HE.912.P.8.1:](#)

**Remarks/Examples:**

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.3:</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.

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.

[LAFS.910.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.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.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.SL.1.1:](#)

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.

**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.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.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.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

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/15507>



# Access Personal Fitness (#7915020) [{ Personal Fitness - 1501300 }](#)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7915020

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** Access Personal Fitness

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

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

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

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

**Graduation Requirement:** 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="#">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.
<b>Related Access Points</b>	
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.
<a href="#">PE.912.C.2.16:</a>	Explain the methods of monitoring levels of intensity during aerobic activity.
	<b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
<b>Related Access Points</b>	
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.

[PE.912.C.2.Su.p:](#) Identify methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.

[PE.912.C.2.Pa.p:](#) Recognize selected methods of monitoring levels of intensity during aerobic activity, such as a talk test and heart rate/pulse.

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
<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.

Design a personal fitness program.

[PE.912.L.4.1:](#)

<b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
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**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
<a href="#">PE.912.L.4.In.b:</a>	Recognize ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.Su.b:</a>	Recognize ways to self-assess a personal fitness program.
<a href="#">PE.912.L.4.Pa.b:</a>	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:](#)

<b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.
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**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.

[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.

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.l:</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.l:</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.l:</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.

[PE.912.M.1.Su.s:](#) Use strength and flexibility to perform technical movements in basic gymnastics.

[PE.912.M.1.Pa.s:](#) Use strength and flexibility to perform guided movements in basic gymnastics.

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.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
<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:](#)

**Remarks/Examples:**

Some examples of potential benefits are physical, mental, emotional and social.

**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.

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.

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.

[LAFS.910.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., 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).

### 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.

- 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.

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. ★

[LAFS.910.WHST.2.6:](#)

[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). ★

### Related Access Points

Name	Description
<a href="#">MAFS.912.S-MD.2.AP.7a:</a>	Identify and describe the degree to which something is rated "good" or "bad"/desirable or undesirable based on numerical information (Identify and describe the degree to which a decision/strategy is rated "good" or "bad"/desirable or undesirable based on numerical information.).

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Physical Education \(Grades 6-12\)](#)

There are more than 152 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15508>



# Driver Education for Special Learners (#7919010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7919010  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Miscellaneous >  
**Abbreviated Title:** DR ED SP LRNRS  
**Number of Credits:** Multiple credits  
**Course Length:** Multiple (M) - Course length can vary  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12,30,31

## 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.**

**QUALIFICATIONS**

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

**Any field when certification reflects a bachelor or higher degree plus Driver Education Endorsement.**

**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 Chemistry 1 (#7920011) { [Chemistry 1 - 2003340](#) }

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7920011</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Equally Rigorous Science</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt; <b>Abbreviated Title:</b> ACCESS CHEMISTRY 1</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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 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).

### Additional Instructional Resources:

A.V.E. for Success Collection: <http://www.fasa.net/iTunesU/index.cfm>

## Course Standards

Name	Description				
<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.				
	<p><b>Remarks/Examples:</b> Annually assessed on Biology EOC.</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="#">SC.912.L.18.In.7:</a></td> <td>Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.</td> </tr> </tbody> </table>	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.
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.				

[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.

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.

[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.
<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.

**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.

[SC.912.N.1.2:](#)

**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.

**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.
<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 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.
<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.

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.

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.

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.

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
<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.

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.

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.

#### 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.

[SC.912.P.8.6:](#)

### 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.

#### 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.

[SC.912.P.8.7:](#)

### 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.

#### Remarks/Examples:

Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion.

[SC.912.P.8.8:](#)

### 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.

#### 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.

[SC.912.P.8.9:](#)

### 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.

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.
<a href="#">SC.912.P.8.Pa.5:</a>	Recognize that some acids and bases can be dangerous and identify related hazard symbols.

[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.



<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.
<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.RST.3.8:</a>	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.
<a href="#">LAFS.1112.RST.3.9:</a>	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.
<a href="#">LAFS.1112.RST.4.10:</a>	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 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>

### Related Access Points

Name	Description
<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
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[LAFS.1112.SL.2.AP.5a:](#) Include digital 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, 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.
- 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.
- 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.
- 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.1112.WHST.1.1:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- 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.
- 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.
- 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.
- 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.
- 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.



- 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.

[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.

[MAFS.912.N-Q.1.AP.1d:](#) 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. ★

[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.

<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.

## Related Certifications

<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Chemistry (Grades 6-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Secondary Grades 7-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Chemistry (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Chemistry (Grades 6-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Chemistry (Grades 6-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Secondary Grades 7-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Chemistry (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>

There are more than 937 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15513>



# Access Biology 1 (#7920015) [{ Biology 1 - 2000310 }](#)

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<p><b>Course Number:</b> 7920015</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Biology</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; <b>Abbreviated Title:</b> ACCESS BIOLOGY 1</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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 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).

### Additional Instructional Resources:

A.V.E. for Success Collection: <http://www.fasa.net/iTunesU/index.cfm>

## Course Standards

Name	Description
<a href="#">SC.912.E.7.1:</a>	Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon. <b>Remarks/Examples:</b> 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, <u>atmosphere</u> and living <u>organisms</u> as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by <u>energy</u> from within the Earth and from the Sun.
<b>Related Access Points</b>	
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.

[SC.912.E.7.Su.1:](#) Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.

[SC.912.E.7.Pa.1:](#) Recognize that clouds release rain (part of the water cycle).

Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

[SC.912.L.14.1:](#)

**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.14.3:](#)

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.14.4:](#)

Compare and contrast structure and function of various types of microscopes.

[SC.912.L.14.6:](#)

Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

**Related Access Points**

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.

[SC.912.L.14.7:](#)

Relate the structure of each of the major plant organs and tissues to physiological processes.

**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.

[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.14.36:](#)

Describe the factors affecting blood flow through the cardiovascular system.

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.15.1:](#)

Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

**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.

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.

[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.

[SC.912.L.15.Pa.1:](#) Recognize that plants and animals change as they age.

[SC.912.L.15.15:](#)

Describe how mutation and genetic recombination increase genetic variation.

#### Related Access Points

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.

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.16.2:](#)

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.

[SC.912.L.16.3:](#)

Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

#### 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:](#)

#### Remarks/Examples:

Integrate [HE.912.C.1.7](#). Analyze how [heredity](#) 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.



[SC.912.L.16.Pa.3:](#) Recognize that illness can result when parts of our bodies are not working properly.

[SC.912.L.16.9:](#) Explain how and why the genetic code is universal and is common to almost all organisms.

#### Related Access Points

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).

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).

[SC.912.L.16.17:](#)

Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

**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.17.2:](#)

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.

[SC.912.L.17.Pa.1](#): Recognize common living things in bodies of water.

[SC.912.L.17.4](#):

Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

#### Related Access Points

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.

[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.

Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

[SC.912.L.17.20](#):

**Remarks/Examples:**  
Annually assessed on Biology EOC. Also assesses [SC.912.L.17.11](#), [SC.912.L.17.13](#), [SC.912.N.1.3](#).

#### 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.

Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

[SC.912.L.18.1](#):

**Remarks/Examples:**

**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.18.7:](#) 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.

[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
<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.

SC.912.N.1.1:

<p><b>Remarks/Examples:</b></p> <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.  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: <u>Model</u> 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.</p>
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**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.

SC.912.N.1.3:

<p>Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.</p> <p><b>Remarks/Examples:</b></p> <p>Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.</p> <p>Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively 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.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.

#### 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.

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.

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.

#### 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.

[SC.912.N.2.2:](#)

### Related Access Points

Name	Description
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[SC.912.N.2.In.2:](#) Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information.

[SC.912.N.2.Su.1:](#) Identify questions that can be answered by science.

[SC.912.N.2.Pa.1:](#) Recognize an example of work by scientists.

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.

**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.

[SC.912.N.3.1:](#)

**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.

[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.

- 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.

[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.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.

[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.

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.

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.

[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).

[ELD.K12.ELL.SC.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Biology (Grades 6-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>



[Science \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Science \(Secondary Grades 7-12\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Middle Grades General Science \(Middle Grades 5-9\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Emotionally Handicapped \(Elementary and Secondary Grades K-12\) Plus Biology \(Grades 6-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Science \(Elementary Grades 1-6\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Science \(Secondary Grades 7-12\)](#)  
[Middle Grades General Science \(Middle Grades 5-9\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Biology \(Grades 6-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Science \(Elementary Grades 1-6\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Science \(Secondary Grades 7-12\)](#)  
[Middle Grades General Science \(Middle Grades 5-9\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Biology \(Grades 6-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Elementary Grades 1-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Science \(Elementary Grades 1-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Science \(Secondary Grades 7-12\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Middle Grades General Science \(Middle Grades 5-9\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Biology \(Grades 6-12\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Elementary Education \(Grades K-6\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)  
[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)

There are more than 1434 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15514>



# Access Earth/Space Science (#7920020)

{ [Earth/Space Science - 2001310](#) }

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<p><b>Course Number:</b> 7920020</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Equally Rigorous Science</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt; <b>Abbreviated Title:</b> ACCESS E/S SCI</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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 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="#">SC.912.E.5.1:</a>	<p>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.</p> <p><b>Remarks/Examples:</b> Explain evidence to support the formation of the universe, which has been expanding for approximately 15 billion year (e.g. ratio of <u>gases</u>, red-shift from distant <u>galaxies</u>, and cosmic background radiation).</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="#">SC.912.E.5.In.1:</a></td> <td>Recognize that the Milky Way is part of the expanding universe.</td> </tr> <tr> <td><a href="#">SC.912.E.5.Su.1:</a></td> <td>Recognize that the universe consists of many galaxies, including the Milky Way.</td> </tr> <tr> <td><a href="#">SC.912.E.5.Pa.1:</a></td> <td>Recognize that when objects move away from each other, the distance between them expands.</td> </tr> </tbody> </table>	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.
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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, hierarchy, 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.

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.

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
<a href="#">SC.912.E.7.In.2:</a>	Recognize that there are circular movements of ocean water (surface and deep-water currents) which move cold water from the poles toward the tropics and vice versa.
<a href="#">SC.912.E.7.Su.2:</a>	Recognize that currents move the ocean water around Earth.
<a href="#">SC.912.E.7.Pa.2:</a>	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:](#)

**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.

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.

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.

[SC.912.N.1.1:](#)

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.

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.

[SC.912.N.1.4:](#)

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.

#### 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
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<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
<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.

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.



**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.K.12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K.12.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.

[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.

[SC.912.P.10.10:](#)

Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).

**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).

[SC.912.P.10.11:](#)

Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues.

**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.

[SC.912.P.10.16:](#)

Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.

**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.

[SC.912.P.10.Su.9:](#) Observe and identify the effects of magnetic attraction on iron.

[SC.912.P.10.Pa.9:](#) Recognize how magnets are used in real-world situations.

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.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.

[SC.912.P.12.4:](#)

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.

**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).

[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.

- 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.
- 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.

- 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.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).

[ELD.K12.ELL.SC.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Physics (Grades 6-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Earth/Space Science (Grades 6-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Secondary Grades 7-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Physics (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Earth/Space Science (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Physics (Grades 6-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Earth/Space Science (Grades 6-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>

[Elementary Education \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Science \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Science \(Secondary Grades 7-12\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Middle Grades General Science \(Middle Grades 5-9\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Physics \(Grades 6-12\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Earth/Space Science \(Grades 6-12\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Science \(Elementary Grades 1-6\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Science \(Secondary Grades 7-12\)](#)

[Middle Grades General Science \(Middle Grades 5-9\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Physics \(Grades 6-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Earth/Space Science \(Grades 6-12\)](#)

There are more than 1007 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15515>

# Access Physical Science (#7920022) [{ Physical Science - 2003310 }](#)

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<p><b>Course Number:</b> 7920022</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Equally Rigorous Science</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt;</p> <p><b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS PHYSICAL SCI</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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 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="#">SC.912.E.7.1:</a>	<p>Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.</p> <p><b>Remarks/Examples:</b> 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, <u>atmosphere</u> and living <u>organisms</u>, as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by <u>energy</u> from within the Earth and from the Sun.</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="#">SC.912.E.7.In.1:</a></td> <td>Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them.</td> </tr> <tr> <td><a href="#">SC.912.E.7.Su.1:</a></td> <td>Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.</td> </tr> <tr> <td><a href="#">SC.912.E.7.Pa.1:</a></td> <td>Recognize that clouds release rain (part of the water cycle).</td> </tr> </tbody> </table>	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).
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).								
<a href="#">SC.912.L.18.7:</a>	<p>Identify the reactants, products, and basic functions of photosynthesis.</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="#">SC.912.L.18.In.2:</a></td> <td>Identify the products and function of photosynthesis.</td> </tr> <tr> <td><a href="#">SC.912.L.18.Su.2:</a></td> <td>Recognize that the function of photosynthesis is to produce food for plants.</td> </tr> <tr> <td><a href="#">SC.912.L.18.Pa.2:</a></td> <td>Recognize that plants need water, light, and air to grow.</td> </tr> </tbody> </table>	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.
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.								
<a href="#">SC.912.L.18.8:</a>	<p>Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.</p> <p><b>Related Access Points</b></p>								

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.

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:**

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.

[SC.912.N.1.1:](#)

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:](#)

<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>
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### 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.

[SC.912.N.1.7:](#)

<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:](#)

<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:](#)

<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:](#)

<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:](#)

<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.  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.
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**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:](#)

<b>Remarks/Examples:</b> Recognize that scientific questions, <u>observations</u> , 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.
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**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:](#)

<b>Remarks/Examples:</b> Explain that a scientific theory is a well-tested <u>hypothesis</u> 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.
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**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:](#)

<b>Remarks/Examples:</b> 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.
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**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.

**Remarks/Examples:**

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples

SC.912.P.10.1:

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
SC.912.P.10.In.1:	Identify examples of energy being transformed from one form to another (conserved quantity).
SC.912.P.10.Su.1:	Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
SC.912.P.10.Pa.1:	Observe and recognize examples of the transformation of electrical energy to light and heat.

SC.912.P.10.3:

Compare and contrast work and power qualitatively and quantitatively.

**Related Access Points**

Name	Description
SC.912.P.10.In.2:	Identify power as work done in a certain amount of time using measurable terms, such as watts or horsepower.
SC.912.P.10.Su.2:	Recognize the relationship between work and power, such as power is how fast a person or machine does work.
SC.912.P.10.Pa.2:	Recognize that work requires energy.

SC.912.P.10.4:

Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

**Related Access Points**

Name	Description
SC.912.P.10.In.3:	Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.
SC.912.P.10.Su.3:	Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).
SC.912.P.10.Pa.3:	Recognize the source and recipient of heat transfer.

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
SC.912.P.10.In.3:	Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.
SC.912.P.10.Su.3:	Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).
SC.912.P.10.Pa.3:	Recognize the source and recipient of heat transfer.

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
SC.912.P.10.In.4:	Describe a process that gives off heat (exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil.
SC.912.P.10.Su.4:	Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil.
SC.912.P.10.Pa.4:	Identify materials that provide protection (insulation) from heat.

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
SC.912.P.10.In.5:	Identify fundamental forces, including gravitational and electromagnetic.
SC.912.P.10.Su.6:	Recognize fundamental forces, such as gravitational.
SC.912.P.10.Pa.6:	Recognize that an object falls unless stopped (gravity).

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 <u>electrons</u> , and how the charges flow or rearrange themselves between <u>conductors</u> and <u>insulators</u> .

#### 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 <u>laws</u> to explain the relationships among <u>circuits</u> .

#### 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 <u>electromagnetic spectrum</u> (i.e., radio waves, microwaves, <u>infrared</u> , <u>visible light</u> , <u>ultraviolet</u> , <u>X-rays</u> and gamma rays) in terms of <u>frequency</u> , <u>wavelength</u> and <u>energy</u> . Solve problems involving <u>wavelength</u> , <u>frequency</u> , and <u>energy</u> .

#### 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 <u>frequency</u> of waves due to the <u>motion</u> 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.

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, <u>velocity</u> , speed, and <u>acceleration</u> . Create and interpret graphs of 1-dimensional <u>motion</u> , such as position versus time, distance versus time, speed versus time, <u>velocity</u> versus time, and <u>acceleration</u> versus time where <u>acceleration</u> is constant. Florida Standards Connections: <a href="#">MAFS.912.N-VM.1.3</a> (+) 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.

[SC.912.P.12.Su.2:](#) Recognize that acceleration generally involves a change in speed.

[SC.912.P.12.Pa.2:](#) Identify the speed and direction of a moving object, including fast and slow, up and down, round and round, straight line.

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.

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).

[SC.912.P.12.10:](#)

**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.

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.12.11:](#)

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.12.12:](#)

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.

Differentiate between physical and chemical properties and physical and chemical changes of matter.

### 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).

[SC.912.P.8.2:](#)

## 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 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.

### 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.

[SC.912.P.8.4:](#)

## 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.

### 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.

[SC.912.P.8.5:](#)

## 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.

### 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.

[SC.912.P.8.7:](#)

## 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.

### Remarks/Examples:

Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion.

[SC.912.P.8.8:](#)

## 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.

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

[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.
<a href="#">SC.912.P.8.Pa.5:</a>	Recognize that some acids and bases can be dangerous and identify related hazard symbols.

- [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.

- [LAFS.910.SL.1.1:](#) 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.

**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
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[LAFS.910.SL.2.AP.4a:](#) 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.

[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).

[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.

#### 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:](#)

[ELD.K12.ELL.SC.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Elementary Education \(Grades K-6\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Secondary Grades 7-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Physics (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Earth/Space Science (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Physics (Grades 6-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Earth/Space Science (Grades 6-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
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<a href="#">Physics (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Earth/Space Science (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
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<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Physics (Grades 6-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Earth/Space Science (Grades 6-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
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There are more than 1067 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15516>



# Access Integrated Science 1 (#7920025)

{ [Integrated Science 1 - 2002400](#) }

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7920025	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS INTEG SCI 1
<b>Number of Credits:</b> Course may be taken for up to two credits	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Core Academic Course	<b>Course Attributes:</b>
<b>Course Status:</b> Course Approved	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Grade Level(s):</b> 9,10,11,12,30,31	
<b>Graduation Requirement:</b> Equally Rigorous Science	

## 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="#">SC.912.E.5.1:</a>	<p>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.</p> <p><b>Remarks/Examples:</b> Explain evidence to support the formation of the universe, which has been expanding for approximately 15 billion year (e.g. ratio of <u>gases</u>, red-shift from distant <u>galaxies</u>, and cosmic background radiation).</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="#">SC.912.E.5.In.1:</a></td> <td>Recognize that the Milky Way is part of the expanding universe.</td> </tr> <tr> <td><a href="#">SC.912.E.5.Su.1:</a></td> <td>Recognize that the universe consists of many galaxies, including the Milky Way.</td> </tr> <tr> <td><a href="#">SC.912.E.5.Pa.1:</a></td> <td>Recognize that when objects move away from each other, the distance between them expands.</td> </tr> </tbody> </table>	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.
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<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, hierarchy, 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
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[SC.912.E.6.In.2:](#) Describe examples of surface features, such as glaciers, valleys, canyons, and dried riverbeds, which are caused by wind and erosion (surface processes).

[SC.912.E.6.Su.2:](#) Identify types of surface features, such as hills and valleys.

[SC.912.E.6.Pa.1:](#) Identify a surface feature of Earth, such as a hill.

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 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).

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).

Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

[SC.912.L.14.1:](#)

**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.

Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

[SC.912.L.14.3:](#)

**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.14.4:](#) 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.

[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.15.4:](#)

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
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[SC.912.L.16.In.1:](#) Identify that genes are sets of instructions that determine which characteristics are passed from parent to offspring.

[SC.912.L.16.Su.1:](#) Recognize characteristics (traits) that offspring inherit from parents.

[SC.912.L.16.Pa.1:](#) Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.

[SC.912.L.16.14:](#)

Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

#### Related Access Points

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).

[SC.912.L.16.17:](#)

Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

#### 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.17.2:](#)

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.

[SC.912.L.17.9:](#)

Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

#### 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.



[SC.912.L.17.Pa.5:](#) Recognize that animals (consumers) eat animals and plants for food.

[SC.912.L.17.11:](#)

Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

#### Related Access Points

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.

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.18.7:](#)

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.

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.

SC.912.N.1.1:

<p><b>Remarks/Examples:</b></p> <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.  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: <u>Model</u> 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.</p>
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**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:

<p><b>Remarks/Examples:</b></p> <p>Science is characterized by empirical <u>observations</u>, testable questions, formation of <u>hypotheses</u>, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.</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.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.

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

[SC.912.N.1.3:](#)

**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.

**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.

[SC.912.N.1.Pa.4:](#)

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.

**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.

[SC.912.N.3.1:](#)

**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.

**Remarks/Examples:**

Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific law describes how something behaves.

[SC.912.N.3.3:](#)

**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.

**Remarks/Examples:**

Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.

[SC.912.N.3.4:](#)

**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.

**Remarks/Examples:**

Describe how models are used by scientists to explain observations of nature.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

[SC.912.N.3.5:](#)

**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.

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
SC.912.P.10.In.1:	Identify examples of energy being transformed from one form to another (conserved quantity).
SC.912.P.10.Su.1:	Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
SC.912.P.10.Pa.1:	Observe and recognize examples of the transformation of electrical energy to light and heat.

SC.912.P.10.4:

Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

**Related Access Points**

Name	Description
SC.912.P.10.In.3:	Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.
SC.912.P.10.Su.3:	Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).
SC.912.P.10.Pa.3:	Recognize the source and recipient of heat transfer.

SC.912.P.10.7:

Distinguish between endothermic and exothermic chemical processes.

**Remarks/Examples:**

Classify chemical reactions and phase changes as exothermic (release thermal energy) or endothermic (absorb thermal energy).

**Related Access Points**

Name	Description
SC.912.P.10.In.4:	Describe a process that gives off heat (exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil.
SC.912.P.10.Su.4:	Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil.
SC.912.P.10.Pa.4:	Identify materials that provide protection (insulation) from heat.

SC.912.P.10.20:

Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.

**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
SC.912.P.10.In.9:	Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.
SC.912.P.10.Su.10:	Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.
SC.912.P.10.Pa.10:	Recognize primary and secondary colors in visible light.

SC.912.P.12.3:

Interpret and apply Newton's three laws of motion.

**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
SC.912.P.12.In.3:	Recognize various situations that show Newton's third law of motion: for every action there is an equal and opposite reaction.
SC.912.P.12.Su.3:	Recognize the action and reaction in a situation that show Newton's third law of motion: for every action there is an equal and opposite reaction.
SC.912.P.12.Pa.3:	Identify the source of the force moving an object.

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:](#)

**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.

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
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<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.

<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.

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:](#)

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.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).

[ELD.K12.ELL.SC.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Chemistry (Grades 6-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Biology (Grades 6-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Physics (Grades 6-12)</a>



<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Earth/Space Science (Grades 6-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Secondary Grades 7-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Chemistry (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Biology (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Physics (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Earth/Space Science (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Chemistry (Grades 6-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Biology (Grades 6-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Physics (Grades 6-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Earth/Space Science (Grades 6-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
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<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Biology (Grades 6-12)</a>
<a href="#">Physics (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Earth/Space Science (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Science (Secondary Grades 7-12)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
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<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Biology (Grades 6-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Physics (Grades 6-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Earth/Space Science (Grades 6-12)</a>

There are more than 1299 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15517>



# Access Health and Safety (#7920050)

{ [Health 1-Life Management Skills - 0800300](#) }

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7920050</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt;</p> <p><b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> Access Health and Safety</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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="#">HE.912.B.3.2:</a>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <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> <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.b:</a></td> <td>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.</td> </tr> <tr> <td><a href="#">HE.912.B.3.Su.b:</a></td> <td>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.</td> </tr> <tr> <td><a href="#">HE.912.B.3.Pa.b:</a></td> <td>Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and appointment scheduling.</td> </tr> </tbody> </table>	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.
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:](#)

#### Remarks/Examples:

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 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.

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.

Evaluate the relationship between access to health care and health status.

[HE.912.C.1.6:](#)

#### Remarks/Examples:

Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.

**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
<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
<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:](#)

**Remarks/Examples:**  
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:](#)

**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.

Demonstrate how to influence and support others in making positive health choices.

[HE.912.P.8.1:](#)

**Remarks/Examples:**  
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:](#)

**Remarks/Examples:**  
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
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<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.
<a href="#">HE.912.P.8.Su.2:</a>	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.
<a href="#">HE.912.P.8.Pa.2:</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.

Work cooperatively as an advocate for improving personal, family, and community health.

[HE.912.P.8.3:](#)

<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.

### 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:](#)

<b>Remarks/Examples:</b>
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.

[LAFS.910.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.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.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.SL.1.1:](#)

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.

### 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.

[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.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).

[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). ★

#### Related Access Points

Name	Description
<a href="#">MAFS.912.S-MD.2.AP.7a</a> :	Identify and describe the degree to which something is rated "good" or "bad"/desirable or undesirable based on numerical information (Identify and describe the degree to which a decision/strategy is rated "good" or "bad"/desirable or undesirable based on numerical information.).

[ELD.K12.ELL.SI.1](#):

English language learners communicate for social and instructional purposes within the school setting.

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/15518>



# CTE Substitution for Access Science (#7920998)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7920998  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** CTE SUB ACC SCIENCE  
**Number of Credits:** One (1) credit  
**Course Type:** Course Substitution  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12,30,31  
**Course Length:** Not Applicable  
**Graduation Requirement:** Equally Rigorous Science

## VERSION DESCRIPTION

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

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

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



# CTE Substitution for Science (#7920999)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7920999  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** CTE SUB SCIENCE  
**Number of Credits:** One (1) credit  
**Course Type:** Course Substitution  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12,30,31  
**Course Length:** Not Applicable  
**Graduation Requirement:** Equally Rigorous Science

## VERSION DESCRIPTION

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

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

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



# Access United States Government (#7921015)

{ [American Government United States Government - 2106310](#) }

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7921015</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> United States Government</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt;</p> <p><b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS US GOVT</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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 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).

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## Course Standards

Name	Description
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<b>Related Access Points</b>	
<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.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<b>Related Access Points</b>	
<b>Name</b>	<b>Description</b>

[SS.912.C.1.In.b:](#) Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence.

[SS.912.C.1.Su.b:](#) Recognize principles of natural rights and government of the people reflected in the Declaration of Independence.

[SS.912.C.1.Pa.b:](#) 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
<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.

[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:](#)

<b>Remarks/Examples:</b> Examples are school, community, state, national, international.
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**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:](#)

<b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.
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**Related Access Points**

Name	Description
<a href="#">SS.912.C.2.In.g:</a>	Identify a reason why rights have limits and are not absolute, such as speech and gun possession.
<a href="#">SS.912.C.2.Su.g:</a>	Recognize that some rights are limited, such as speech or gun possession.
<a href="#">SS.912.C.2.Pa.g:</a>	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:](#)

<b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
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**Related Access Points**

Name	Description
<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:](#)

<b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
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**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.

Monitor current public issues in Florida.

[SS.912.C.2.10:](#)

<b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
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**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, propagand, 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.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.

[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.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

[SS.912.C.3.5:](#)

<b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
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#### 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:](#)

<b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.
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#### 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.

[SS.912.C.3.Pa.i:](#) Recognize that courts settle conflicts at the federal and state level.

Evaluate the significance and outcomes of landmark Supreme Court cases.

**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. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.

[SS.912.C.3.10:](#)

**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.

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.

[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.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.
<a href="#">SS.912.G.4.Pa.a:</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.

[LAFS.1112.RH.1.1:](#)

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.

[LAFS.1112.RH.1.2:](#)

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.

[LAFS.1112.RH.1.3:](#)

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.

- 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.1b:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.

[LAFS.1112.SL.1.AP.1c:](#) Summarize points of agreement and disagreement within a discussion on a given topic or text.

[LAFS.1112.SL.1.AP.1d:](#) Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

[LAFS.1112.SL.1.AP.1e:](#) Work with peers to promote democratic discussions.

[LAFS.1112.SL.1.AP.1f:](#) Actively seek the ideas or opinions of others in a discussion on a given topic or text.

[LAFS.1112.SL.1.AP.1g:](#) 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.

- 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.
- 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.
- 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.
- 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.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- 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.
- 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.
- 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.
- 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.
- 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.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.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

HE.912.C.2.4:

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

**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.

**Related Certifications**

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">Political Science (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">History (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Political Science (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">History (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
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<a href="#">History (Grades 6-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
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<a href="#">History (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
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There are more than 400 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15519>



# Access Economics with Financial Literacy (#7921022)

{ [Economics with Financial Literacy - 2102335](#) }

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<p><b>Course Number:</b> 7921022</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Economics</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt;</p> <p><b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS ECON FIN LIT</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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 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="#">SS.912.E.1.1:</a>	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <p><b>Remarks/Examples:</b> Examples are land, labor, capital, entrepreneurship.</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="#">SS.912.E.1.In.a:</a></td> <td>Identify examples of factors of production, such as land, labor, and capital.</td> </tr> <tr> <td><a href="#">SS.912.E.1.Su.a:</a></td> <td>Recognize examples of factors of production, such as land, labor, and capital.</td> </tr> <tr> <td><a href="#">SS.912.E.1.Pa.a:</a></td> <td>Recognize that products are made from resources.</td> </tr> </tbody> </table>	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.
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<a href="#">SS.912.E.1.Pa.a:</a>	Recognize that products are made from resources.								
<a href="#">SS.912.E.1.2:</a>	<p>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</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="#">SS.912.E.1.In.b:</a></td> <td>Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services.</td> </tr> <tr> <td><a href="#">SS.912.E.1.Su.b:</a></td> <td>Identify an example of scarcity, choice, and trade-offs in the production of goods.</td> </tr> <tr> <td><a href="#">SS.912.E.1.Pa.b:</a></td> <td>Recognize examples of scarcity and choice.</td> </tr> </tbody> </table>	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.
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.								
<a href="#">SS.912.E.1.3:</a>	<p>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</p> <p><b>Related Access Points</b></p>								

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).

Compare different forms of business organizations.

[SS.912.E.1.5:](#)

#### 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:](#)

#### Remarks/Examples:

Examples are minimum wage, the market value of the product produced, workers' productivity.

#### 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.

[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.

Describe the risk and return profiles of various investment vehicles and the importance of diversification.

[SS.912.E.1.15:](#)

**Remarks/Examples:**  
 Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.

**Related Access Points**

Name	Description
<a href="#">SS.912.E.1.In.o:</a>	Identify sources of information on investments, such as stocks, bonds, and mutual funds.
<a href="#">SS.912.E.1.Su.o:</a>	Recognize the purpose of saving and investing money.
<a href="#">SS.912.E.1.Pa.o:</a>	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.

[SS.912.E.1.16:](#)

**Remarks/Examples:**  
 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.

**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.

Identify and explain broad economic goals.

[SS.912.E.2.1:](#)

**Remarks/Examples:**  
 Examples are freedom, efficiency, equity, security, growth, price stability, full employment.

**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.2.2:](#)

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
<a href="#">SS.912.E.2.In.b:</a>	Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.
<a href="#">SS.912.E.2.Su.b:</a>	Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses.
<a href="#">SS.912.E.2.Pa.b:</a>	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.

[SS.912.E.2.4:](#)

Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.

**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.

[SS.912.E.2.5:](#)

Analyze how capital investments may impact productivity and economic growth.

**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.

[SS.912.E.2.6:](#)

Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.

**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
<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.

[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:](#)

**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.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.

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.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
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<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.

<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>

### Related Access Points

Name	Description
<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.

- 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.
- 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,

- [LAFS.1112.WHST.1.1:](#) values, and possible biases.
- 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.
  - 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.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 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.
  - 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.
- [LAFS.1112.WHST.1.2:](#)
- 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.
  - 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.
  - 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.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.

Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).

**MA.912.A.1.1 (Archived Standard):**

**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 (Archived Standard):**

**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.

Analyze credit scores and reports.

**MA.912.F.3.2 (Archived Standard):**

**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 (Archived Standard):**

**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 \(Archived Standard\):](#)

### 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 \(Archived Standard\):](#)

### 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 \(Archived Standard\):](#)

### 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.
<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 the total amount to be paid over the life of a fixed rate loan.

[MA.912.F.3.9 \(Archived Standard\):](#)

### Remarks/Examples:

Example: Calculate the total amount to be paid for a \$275,000 loan at 5.75% interest over 30 years

Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.

[MA.912.F.3.10 \(Archived Standard\):](#)

### 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.

- What is the initial payment on this mortgage?
  - 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?
  - 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?
  - 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.
- What is the initial payment on this mortgage?
  - 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?
  - 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?
  - Assuming that you pay of the loan at the end of the third year, what yield did the lender earn on this loan?

Calculate the final pay out amount for a balloon mortgage.

[MA.912.F.3.11 \(Archived Standard\):](#)

### 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 \(Archived Standard\):](#)

### Remarks/Examples:

Example: Assuming all of the following were originally 15 year mortgages, which fixed rate mortgage cost the mortgagor the least?

- 7.375% interest + 0 points paid off in 10 years
- 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 \(Archived Standard\):](#)

**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, 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 \(Archived Standard\):](#)

**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.

Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.

[MA.912.F.4.8 \(Archived Standard\):](#)

**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.

Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.

[MA.912.F.4.9 \(Archived Standard\):](#)

**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?

[MA.912.F.4.10 \(Archived Standard\):](#)

Analyze diversification in investments.

[MA.912.F.4.11 \(Archived Standard\):](#)

Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.

**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 \(Archived Standard\):](#)

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 \(Archived Standard\):](#)

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 \(Archived Standard\):](#)

Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.

**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.**

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



[MAFS.K12.MP.3.1:](#)

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.

[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:](#)

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

[HE.912.C.2.4:](#)

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

**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.

**Related Certifications**

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">Economics (Grades 6-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">History (Grades 6-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Economics (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">History (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">Economics (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">History (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
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<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>

There are more than 382 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15520>



# Access United States History (#7921025)

{ [United States History - 2100310](#) }

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<p><b>Course Number:</b> 7921025</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> United States History</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt;</p> <p><b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS US HIST</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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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 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).

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: <http://www.fasa.net/4DCGI/cms/review.html?>

Action=CMS\_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## Course Standards

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<b>Related Access Points</b>	
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.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<b>Remarks/Examples:</b> Examples of primary and secondary sources may be found on various websites such as the site for <a href="#">The Kinsey Collection</a> .	
<b>Related Access Points</b>	
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.

[SS.912.A.1.Pa.b:](#) 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.
<a href="#">SS.912.A.1.Pa.e:</a>	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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages [19-21](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [19-21](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [19-21](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [19-21](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

[SS.912.A.2.5:](#)

#### Remarks/Examples:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [19-21](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

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.

[SS.912.A.2.6:](#)

#### Remarks/Examples:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [19-21](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

[SS.912.A.2.Su.f.](#) Recognize that sharecropping was a common way of life for freed people.

[SS.912.A.2.Pa.f.](#) Recognize the social issue of segregation.

Review the Native American experience.

**Remarks/Examples:**

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.

[SS.912.A.2.7:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [19-21](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page [22](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.3.1:](#)

**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.

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [23-26](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.3.2:](#)

**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.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [23-26](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.3.3:](#)

**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.

**Remarks/Examples:**

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.

[SS.912.A.3.4:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [23-26](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

<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.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages <a href="#">23-26</a> . Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.
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[SS.912.A.3.5:](#)

### 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.

[SS.912.A.3.6:](#)

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

### 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).

<b>Remarks/Examples:</b> 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.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages <a href="#">23-26</a> . Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.
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[SS.912.A.3.7:](#)

### 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.

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).

<b>Remarks/Examples:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page <a href="#">22</a> . Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.
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[SS.912.A.3.8:](#)

### 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.

<b>Remarks/Examples:</b> Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.
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[SS.912.A.3.9:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page [22](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Review different economic and philosophic ideologies.

**Remarks/Examples:**

Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.

[SS.912.A.3.10:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page [22](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

**Remarks/Examples:**

Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

[SS.912.A.3.11:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page [22](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

**Remarks/Examples:**

Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.

[SS.912.A.3.12:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page [22](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

**Remarks/Examples:**

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.

[SS.912.A.3.13:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page [22](#). Additional resources may be found on the



**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.

Analyze the major factors that drove United States imperialism.

**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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [27-28](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.4.1:](#)

**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.

Explain the motives of the United States acquisition of the territories.

**Remarks/Examples:**  
 Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [27-28](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.4.2:](#)

**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.

**Remarks/Examples:**  
 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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [27-28](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.4.3:](#)

**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.

**Remarks/Examples:**  
 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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [27-28](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.4.4:](#)

### 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:](#)

**Remarks/Examples:**  
 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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [29-31](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.
<a href="#">SS.912.A.4.Su.e:</a>	Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.
<a href="#">SS.912.A.4.Pa.e:</a>	Recognize how countries help each other in a war.

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).

[SS.912.A.4.6:](#)

**Remarks/Examples:**  
 This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [29-31](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

[SS.912.A.4.7:](#)

**Remarks/Examples:**  
 This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [29-31](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

[SS.912.A.4.8:](#)

**Remarks/Examples:**  
 This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [29-31](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

[SS.912.A.4.9:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [29-31](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

**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).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [29-31](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

**Remarks/Examples:**

Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [29-31](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Discuss the economic outcomes of demobilization.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [32-33](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

**Remarks/Examples:**

Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [35-36](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

[SS.912.A.4.10:](#)

[SS.912.A.4.11:](#)

[SS.912.A.5.1:](#)

[SS.912.A.5.2:](#)

[SS.912.A.5.Pa.b](#): Recognize behaviors that result from fears.

Examine the impact of United States foreign economic policy during the 1920s.

**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.

[SS.912.A.5.3](#):

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [32-33](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [37-39](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.5.4](#):

**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.

**Remarks/Examples:**

Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

[SS.912.A.5.5](#):

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page [34](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [35-36](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.5.6](#):

**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.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [35-36](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.5.7](#):

**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.

Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

[SS.912.A.5.8:](#)

**Remarks/Examples:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [35-36](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.

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.

[SS.912.A.5.9:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, 100 Percent Americanism.  
  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [35-36](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

[SS.912.A.5.10:](#)

**Remarks/Examples:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [35-36](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.

Examine causes, course, and consequences of the Great Depression and the New Deal.

[SS.912.A.5.11:](#)

**Remarks/Examples:**  
[This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course \(EOC\) Assessments webpage and the FLDOE Social Studies webpage.](#)

#### 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.

**Remarks/Examples:**

[SS.912.A.5.12:](#)

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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [35-36](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
<a href="#">SS.912.A.5.In.1:</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.1:</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.1:</a>	Recognize an important development in Florida, such as air conditioning.

Examine causes, course, and consequences of World War II on the United States and the world.

#### Remarks/Examples:

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.

[SS.912.A.6.1:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

#### Remarks/Examples:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.6.2:](#)

### 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.

Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

#### Remarks/Examples:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.6.3:](#)

### 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.

#### 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.

[SS.912.A.6.4:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

[SS.912.A.6.Su.d:](#) 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.

[SS.912.A.6.Pa.d:](#) Recognize that groups may be treated differently during a war.

Explain the impact of World War II on domestic government policy.

**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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.6.5:](#)

**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.

Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.6.6:](#)

**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.

Describe the attempts to promote international justice through the Nuremberg Trials.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.6.7:](#)

**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.

**Remarks/Examples:**

Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.6.8:](#)

**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.

**Remarks/Examples:**

Examples may include, but are not limited to, the Declaration of Human Rights.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.6.9:](#)

### 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.

Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

[SS.912.A.6.10:](#)

**Remarks/Examples:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [43-44](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

[SS.912.A.6.11:](#)

**Remarks/Examples:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [45-46](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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:](#)

**Remarks/Examples:**  
Examples may include, but aren't limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas MacArthur.  
  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [45-46](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.  
  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [45-46](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### 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.

**Remarks/Examples:**  
Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization,



[SS.912.A.6.14:](#)

the War Powers Act.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [45-46](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

**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.

[SS.912.A.6.15:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [40-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Identify causes for Post-World War II prosperity and its effects on American society.

**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.

[SS.912.A.7.1:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [47-48](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

**Remarks/Examples:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [47-48](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.2:](#)

**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.

**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.

[SS.912.A.7.3:](#)

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [47-48](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**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.

[SS.912.A.7.Su.c.](#) Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control.

[SS.912.A.7.Pa.c.](#) Recognize a role of women, such as working outside the home.

Evaluate the success of 1960s era presidents' foreign and domestic policies.

**Remarks/Examples:**

Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [49-50](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.4:](#)

**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.

**Remarks/Examples:**

Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [51-52](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.5:](#)

**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.

**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].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [51-52](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.6:](#)

**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.

**Remarks/Examples:**

Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [51-52](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.7:](#)

**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.

**Remarks/Examples:**

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. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [53-54](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.8:](#)

**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. Wainwright (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. Wainwright (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.

Analyze the significance of Vietnam and Watergate on the government and people of the United States.

**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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [49-50](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.10:](#)

**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.

**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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [55-56](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.11:](#)

**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.

**Remarks/Examples:**

Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [57-59](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.912.A.7.12:](#)

**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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [49-50](#) and pages [57-59](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [57-59](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [57-59](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.

Examine changes in immigration policy and attitudes toward immigration since 1950.

[SS.912.A.7.16:](#)

**Remarks/Examples:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [57-59](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.
<a href="#">SS.912.A.7.Su.p:</a>	Recognize that immigration policy and attitudes have changed since 1950.
<a href="#">SS.912.A.7.Pa.p:</a>	Recognize that people immigrate to this country.

Examine key events and key people in Florida history as they relate to United States history.

**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,

[SS.912.A.7.17:](#)

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.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages [47-52](#) and pages [57-59](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### 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.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:](#)

#### Remarks/Examples:

Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography.

#### 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.

#### Remarks/Examples:

Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

#### 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.

Relate works in the arts to various cultures.

[SS.912.H.1.3:](#)

<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.

Examine artistic response to social issues and new ideas in various cultures.

[SS.912.H.1.5:](#)

<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.

[LAFS.1112.RH.1.1:](#)

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.

[LAFS.1112.RH.1.2:](#)

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.

[LAFS.1112.RH.1.3:](#)

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.

[LAFS.1112.SL.1.1:](#)

- 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.

#### Related Access Points

Name	Description
<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.

[LAFS.1112.SL.1.AP.1d:](#) Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

[LAFS.1112.SL.1.AP.1e:](#) Work with peers to promote democratic discussions.

[LAFS.1112.SL.1.AP.1f:](#) Actively seek the ideas or opinions of others in a discussion on a given topic or text.

[LAFS.1112.SL.1.AP.1g:](#) 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.

- 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.
- 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.
- 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.
- 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.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- 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.
- 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.
- 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.
- 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.
- 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.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.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

HE.912.C.2.4:

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

**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.

**Related Certifications**

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">History (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">History (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">History (Grades 6-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">History (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">History (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 618 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15521>





# Access World History (#7921027) { [World History - 2109310](#) }

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7921027</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> World History</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt; <b>Abbreviated Title:</b> ACCESS WORLD HISTORY</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## VERSION DESCRIPTION

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).

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

[Action=CMS\\_Document&DocID=139](#). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## Course Standards

Name	Description
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<b>Related Access Points</b>	
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.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<b>Related Access Points</b>	
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.

[SS.912.G.1.Su.b:](#) Use spatial perspective and appropriate geographic terms and tools to identify information about a location.

[SS.912.G.1.Pa.b:](#) 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:](#)

#### Remarks/Examples:

Examples of physical characteristics are climate, terrain, resources.

Examples of human characteristics are religion, government, economy, demography.

#### 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.

[SS.912.G.2.3:](#)

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

#### Remarks/Examples:

Examples are desertification, global warming, cataclysmic natural disasters.

#### 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.

[SS.912.G.4.Su.c:](#) Use geographic terms and tools to identify an effect of migration on the place of origin and destination.

[SS.912.G.4.Pa.c:](#) 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
<a href="#">SS.912.G.4.In.g:</a>	Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.
<a href="#">SS.912.G.4.Su.g:</a>	Use geographic terms and tools to recognize characteristics of cultural diffusion throughout selected places, regions, and the world.
<a href="#">SS.912.G.4.Pa.g:</a>	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.2.2:](#)

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.
<a href="#">SS.912.W.2.Su.b:</a>	Recognize that Constantine the Great established Christianity as the official religion of Constantinople.
<a href="#">SS.912.W.2.Pa.b:</a>	Recognize Christianity as a religion.

[SS.912.W.2.3:](#)

Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

**Related Access Points**

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.

Identify key figures associated with the Byzantine Empire.

[SS.912.W.2.4:](#)

**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.

Explain the contributions of the Byzantine Empire.

[SS.912.W.2.5:](#)

**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
<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.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.

<b>Remarks/Examples:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
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**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.

[SS.912.W.2.15:](#)

Determine the factors that contributed to the growth of a modern economy.

Remarks/Examples:
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

### 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.

[SS.912.W.2.17:](#)

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Remarks/Examples:
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.

### 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.

[SS.912.W.2.18:](#)

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Remarks/Examples:
Examples are Magna Carta, parliament, habeas corpus.

### 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.

[SS.912.W.2.Su.r.](#) Recognize a development in medieval English history that established modern democratic government, such as English Common law or the Magna Carta.

[SS.912.W.2.Pa.r.](#) 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.

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

#### 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.

[SS.912.W.2.20:](#)

#### 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.

Discuss significant people and beliefs associated with Islam.

[SS.912.W.3.1:](#)

#### Remarks/Examples:

Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

#### 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.3.2:](#) 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:](#)

**Remarks/Examples:**  
 Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

**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:](#)

**Remarks/Examples:**  
 Examples are Ghana, Mali, Songhai.

**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.

Identify key significant economic, political, and social characteristics of Ghana.

[SS.912.W.3.10:](#)

**Remarks/Examples:**  
 Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.



### 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.

Identify key figures and significant economic, political, and social characteristics associated with Mali.

[SS.912.W.3.11:](#)

<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.

Identify key figures and significant economic, political, and social characteristics associated with Songhai.

[SS.912.W.3.12:](#)

<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 army, provincial political structure.
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### 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:](#)

<b>Remarks/Examples:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.
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### 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:](#)

<b>Remarks/Examples:</b> Examples are Maya, Aztec, Inca.
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### 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:](#)

<b>Remarks/Examples:</b>
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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.
<a href="#">SS.912.W.3.Su.r:</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.r:</a>	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.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.

[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
<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.

[SS.912.W.4.8:](#)

Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

<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.

[SS.912.W.4.9:](#)

Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

<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.

[SS.912.W.4.10:](#)

Identify the major contributions of individuals associated with the Scientific Revolution.

<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.5.1:](#) Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

#### Related Access Points

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:](#)

**Remarks/Examples:**  
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

#### 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
<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.

[SS.912.W.6.6:](#)

Analyze the causes and effects of imperialism.

<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.

[SS.912.W.6.7:](#)

Identify major events in China during the 19th and early 20th centuries related to imperialism.

<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.7.2:](#)

Describe the changing nature of warfare during World War I.

<b>Remarks/Examples:</b> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.
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**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.

[SS.912.W.7.3:](#)

Summarize significant effects of World War I.

<b>Remarks/Examples:</b> 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.
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**Related Access Points**

Name	Description
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[SS.912.W.7.In.c:](#) Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.

[SS.912.W.7.Su.c:](#) Recognize an effect of World War I, such as the breakup of empires into separate countries.

[SS.912.W.7.Pa.c:](#) 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.

[SS.912.W.7.9:](#)

Identify the wartime strategy and post-war plans of the Allied leaders.

**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.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.

[SS.912.W.7.Su.j](#): Recognize that the United States dropped atomic bombs on Japan and ended the war.

[SS.912.W.7.Pa.j](#): Recognize a characteristic of warfare during World War II.

Describe the effects of World War II.

[SS.912.W.7.11:](#)

**Remarks/Examples:**

Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

**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.

[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.

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.

[SS.912.W.8.8:](#)

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

#### 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.

[SS.912.W.8.10:](#)

Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

#### 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.

[SS.912.W.9.1:](#)

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

#### 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.

[SS.912.W.9.2:](#)

Describe the causes and effects of post-World War II economic and demographic changes.

#### 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.

[SS.912.W.9.Pa.b:](#) 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.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[LAFS.910.RH.1.2:](#)

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.

[LAFS.910.RH.1.3:](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[LAFS.910.RH.2.4:](#)

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.

[LAFS.910.RH.2.5:](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[LAFS.910.RH.2.6:](#)

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.

[LAFS.910.RH.3.7:](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

[LAFS.910.RH.3.8:](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[LAFS.910.RH.3.9:](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[LAFS.910.RH.4.10:](#)

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

[LAFS.910.SL.1.1:](#)

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.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.

[LAFS.910.WHST.1.1:](#)

- 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.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- 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.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.

<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.								
	<b>Make sense of problems and persevere in solving them.</b>								
<a href="#">MAFS.K12.MP.1.1:</a>	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.								
	<b>Construct viable arguments and critique the reasoning of others.</b>								
<a href="#">MAFS.K12.MP.3.1:</a>	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.								
	<b>Use appropriate tools strategically.</b>								
<a href="#">MAFS.K12.MP.5.1:</a>	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.								
	<b>Attend to precision.</b>								
<a href="#">MAFS.K12.MP.6.1:</a>	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.								
<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>								
	<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">HE.912.C.2.In.d:</a></td> <td>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.</td> </tr> <tr> <td><a href="#">HE.912.C.2.Su.d:</a></td> <td>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.</td> </tr> <tr> <td><a href="#">HE.912.C.2.Pa.d:</a></td> <td>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.</td> </tr> </tbody> </table>	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.
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<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.								

## Related Certifications

<a href="#">History (Grades 6-12)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>

<a href="#">Social Science (Grades 6-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">History (Grades 6-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">History (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">History (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">History (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>

There are more than 490 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15522>



# Career Education: 9-12 (#7921330)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7921330	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> CAR ED: 9-12 <b>Course Length:</b> Multiple (M) - Course length can vary <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Elective Course	
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

## 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.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>





# CTE Substitution for Access Social Studies (#7921998)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7921998	<b>Course Path:</b> Section: Exceptional Student Education >
	<b>Grade Group:</b> Senior High and Adult >
	<b>Subject:</b> Academics - Subject Areas >
	<b>Abbreviated Title:</b> CTE SUB ACC SOCSTUD
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Not Applicable
<b>Course Type:</b> Course Substitution	
<b>Course Status:</b> State Board Approved	
<b>Grade Level(s):</b> 9,10,11,12,30,31	

## VERSION DESCRIPTION

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

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

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



# CTE Substitution for Social Studies (#7921999)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7921999  
**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas > **Abbreviated Title:** CTE SUB SOCSTUDIES  
**Course Length:** Not Applicable  
**Number of Credits:** One (1) credit  
**Course Type:** Course Substitution  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12,30,31

## VERSION DESCRIPTION

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

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

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



# Transition Planning: 9-12 (#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>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> TRAN PLAN: 9-12 <b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

## 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.

## Related Certifications

<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>



# 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>Subject:</b> Special Skills Courses >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> PREP AD LIV <b>Course Length:</b> Multiple (M) - Course length can vary <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Elective Course	
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12,30,31	

## 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.

**Related Certifications**

<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>



# Expanded Skills: 9–12 (#7963040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963040

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

**Number of Credits:** Multiple credits

**Abbreviated Title:** EXP SKLS: 9-12

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

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Status:** Course Approved

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

## 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).

## Course Standards

Name	Description
<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.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.2.2:</a>	Maintain a time management and organizational system for academic studies.
<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.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.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.
	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact

<a href="#">SP.PK12.DH.4.1:</a>	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.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.
<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.5.2b:</a>	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
<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.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.
<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>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.
<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="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Hearing Impaired \(Grades K-12\)](#)

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/12985>





# Expanded Core Competencies: 9-12 (#7963050)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963050

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

**Number of Credits:** Multiple credits

**Abbreviated Title:** EXP CORE COMP: 9-12

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

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Status:** Course Approved

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

## 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).

## Course Standards

Name	Description
<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>	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.7.4:</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.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.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.9.2:</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.9.6:</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.9.9:</a>	Create and maintain a schedule/calendar for personal management 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.9.5b:</a>	Demonstrate the ability to maintain clothing, including cleaning and laundering using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.7b:</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="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)



# Orientation and Mobility: 9–12 (#7963060)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7963060</p> <p><b>Number of Credits:</b> Multiple credits</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Special Skills Courses &gt;</p> <p><b>Abbreviated Title:</b> ORIEN &amp; MOBIL: 9-12</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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).

## Course Standards

Name	Description
<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="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Orientation and Mobility Endorsement Plus Visually Impaired (Elementary and Secondary Grades K-12)</a>
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# 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 > **Subject:** Special Skills Courses >

**Number of Credits:** Multiple credits

**Abbreviated Title:** U SKLS: SOC&EMO 9-12

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

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Status:** Course Approved

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

## 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).

## Course Standards

Name	Description
<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.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<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.19.5b:</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.19.7b:</a>	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
<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.20.1a:</a>	Identify a range of emotions and feelings of others.
<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.21.3:</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.

[SP.PK12.US.21.2b:](#)

Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Hearing Impaired \(Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)



# Learning Strategies 9–12 (#7963080)

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**Course Number:** 7963080

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

**Number of Credits:** Multiple credits

**Abbreviated Title:** LRNG STRATEGIES 9-12

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

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Status:** Course Approved

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

## 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).

## Course Standards

Name	Description
<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.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.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.3.5:</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.3.2a:</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="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>





# Skills for Students who are Gifted (#7963090)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7963090	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Special Skills Courses >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> SKLS STUS GIFTED
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>

## 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.

## QUALIFICATIONS

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

## 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="#">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.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.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Gifted Endorsement](#)

There are more than 27 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)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7963130

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

**Number of Credits:** Multiple credits

**Abbreviated Title:** U SKLS: 9-12

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

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Status:** Course Approved

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

## 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="#">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.1.5:</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.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.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<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.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.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<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.19.5b:</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.19.7b:</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.21.3:</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.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.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.3.4:</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.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.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>	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.5.10:</a>	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
<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.8.2:</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.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.9.1:</a>	Participate in individual and group recreation/leisure activities.
<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.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.
<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.9.5b:</a>	Identify and follow rules when using various modes of transportation to access the community.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>





# Self-Determination (#7963140)

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<b>Course Number:</b> 7963140	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Special Skills Courses >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> SELF-DETERMINATION
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12,30,31	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>

## 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.

## 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.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>



# 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 >

**Number of Credits:** Multiple credits

**Abbreviated Title:** U SKLS: COMMUNI 9-12

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

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Status:** Course Approved

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

## 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).

## Course Standards

Name	Description
<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.5.2:</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.5.10:</a>	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.

<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="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>



# 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>Subject:</b> Special Skills Courses >
	<b>Abbreviated Title:</b> U SKLS: IND FUN 9-12
<b>Number of Credits:</b> Multiple credits	<b>Course Length:</b> Multiple (M) - Course length can vary
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Elective Course	
<b>Course Status:</b> Course Approved	
<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).

## Course Standards

Name	Description
<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.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.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.8.2:</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.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.9.1:</a>	Participate in individual and group recreation/leisure activities.
<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.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.
<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.9.5b:</a>	Identify and follow rules when using various modes of transportation to access the community.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>



# 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>Abbreviated Title:</b> U SKLS: CURR&LRN9-12
<b>Number of Credits:</b> Multiple credits	<b>Course Length:</b> Multiple (M) - Course length can vary
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Elective Course	
<b>Course Status:</b> Course Approved	
<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="#">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.1.1b:</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.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.3.4:</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.3.1b:</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="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>





# Speech and Auditory Training: 9–12 (#7963180)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7963180</p> <p><b>Number of Credits:</b> Multiple credits</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt;</p> <p><b>Subject:</b> Special Skills Courses &gt;</p> <p><b>Abbreviated Title:</b> SPEECH&amp;AUD TRNG9-12</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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).

## QUALIFICATIONS

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

- **Licensed Speech Language Pathologist**
- **Speech Language Pathologist Assistant\***

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
<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.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Hearing Impaired \(Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)



# Research Methodology for Students who are Gifted (#7965010)

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<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>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> MTH STUS GIFTED
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Grade Level(s):</b> 9,10,11,12	<b>Course Level:</b> 3

## 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.

## QUALIFICATIONS

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

## 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="#">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>	<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.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Gifted Endorsement](#)

There are more than 29 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)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<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>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> EXTRNSHP STUS GIFTED <b>Course Length:</b> Multiple (M) - Course length can vary <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

## 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.

## QUALIFICATIONS

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

## 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="#">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>	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.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Gifted Endorsement](#)

There are more than 28 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>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> STUDIES STUS GIFTED <b>Course Length:</b> Multiple (M) - Course length can vary <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

## 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.

## QUALIFICATIONS

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

## 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="#">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.K.12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K.12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K.12.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.K.12.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.K.12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K.12.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.K.12.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.K.12.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.K.12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K.12.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.K.12.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.K.12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K.12.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.K.12.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.K.12.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.K.12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K.12.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.K.12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K.12.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<a href="#">LAFS.K.12.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="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Gifted Endorsement](#)

There are more than 19 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>



# Physical Therapy (#7966010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7966010</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Therapy &gt; <b>Abbreviated Title:</b> PHY THERAPY</p> <p><b>Course Length:</b> Not Applicable</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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.

## QUALIFICATIONS

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

- Licensed Physical Therapist
- Licensed Physical Therapy Assistant

## Course Standards

Name	Description
<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 Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Therapy > **Abbreviated Title:** OCCU THERAPY  
**Course Length:** Not Applicable  
**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12

## GENERAL NOTES

The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

## QUALIFICATIONS

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

- Licensed Occupational Therapist
- Licensed Occupational Therapy Assistant

## Course Standards

Name	Description
<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.

## Related Certifications

<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
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# Speech Therapy (#7966030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7966030

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

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

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

## 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.

## QUALIFICATIONS

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

- Licensed Speech Language Pathologist
- Speech Language Pathologist Assistant\*

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
<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.

## Related Certifications

<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>





# Language Therapy (#7966040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7966040</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Therapy &gt; <b>Abbreviated Title:</b> LANG THERAPY</p> <p><b>Course Length:</b> Not Applicable</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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.

## QUALIFICATIONS

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

- **Licensed Speech Language Pathologist**
- **Speech Language Pathologist Assistant\***

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
<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.

## Related Certifications

<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>



# Access Visual and Performing Arts (#7967010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7967010</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Performing Fine Arts</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt; <b>Abbreviated Title:</b> ACCESS VIS/PERF ARTS</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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="#">VA.912.C.1.1:</a>	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
<b>Related Access Points</b>	
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.
<a href="#">VA.912.C.1.3:</a>	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
<b>Related Access Points</b>	
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.
<a href="#">VA.912.F.1.3:</a>	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
<a href="#">VA.912.F.1.4:</a>	Use technological tools to create art with varying effects and outcomes.
<a href="#">VA.912.H.1.1:</a>	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
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<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.

[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:](#)

<b>Remarks/Examples:</b> e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
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**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.

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.1.5:](#) 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.

Create a performance piece to document a significant issue or event.

[TH.912.O.3.4:](#)

**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.

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.

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.

[DA.912.C.1.2:](#)

**Remarks/Examples:**  
e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues

**Related Access Points**

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.

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.

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.

[DA.912.C.1.4:](#)

**Related Access Points**

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.

Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.

[DA.912.F.1.1:](#)

**Remarks/Examples:**  
e.g., Alwin Nikolais, Pilobolus, Elizabeth Streb, Cirque du Soleil

**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.

Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.

[DA.912.F.1.2:](#)

**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.

[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.

[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.

[MU.912.H.1.3:](#)

Compare two or more works of a composer across performance media.

<b>Remarks/Examples:</b> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
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**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.

[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.

[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

[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.

[DA.912.O.1.Pa.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.

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.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Art Education (Secondary Grades 7-12)</a>
<a href="#">Music (Elementary and Secondary Grades K-12)</a>
<a href="#">Drama (Grades 6-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>





# Access Drawing 1 (#7967015) [{ Drawing 1 - 0104340 }](#)

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<p><b>Course Number:</b> 7967015</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Performing Fine Arts</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt; <b>Abbreviated Title:</b> Access Drawing 1</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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="#">VA.912.C.1.4:</a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p><b>Remarks/Examples:</b> e.g., symbolism, spatial relationship</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="#">VA.912.C.1.In.c:</a></td> <td>Use visual evidence and prior knowledge to analyze multiple interpretations of works of art.</td> </tr> <tr> <td><a href="#">VA.912.C.1.Su.c:</a></td> <td>Describe observations and apply prior knowledge to interpret visual information and analyze works of art.</td> </tr> <tr> <td><a href="#">VA.912.C.1.Pa.c:</a></td> <td>Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.</td> </tr> </tbody> </table>	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.
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<a href="#">VA.912.C.1.Pa.c:</a>	Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.								
<a href="#">VA.912.C.2.1:</a>	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</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="#">VA.912.C.2.In.a:</a></td> <td>Assess personal artwork during production to refine work and achieve an artistic objective.</td> </tr> <tr> <td><a href="#">VA.912.C.2.Su.a:</a></td> <td>Analyze and revise artworks to meet established criteria.</td> </tr> <tr> <td><a href="#">VA.912.C.2.Pa.a:</a></td> <td>Use defined criteria to analyze and revise artworks.</td> </tr> </tbody> </table>	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.
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<a href="#">VA.912.C.2.Pa.a:</a>	Use defined criteria to analyze and revise artworks.								
<a href="#">VA.912.C.3.5:</a>	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>								

## 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
<a href="#">VA.912.F.2.In.a:</a>	Analyze employment and leisure opportunities in or relating to visual art and pair with the necessary skills and training.
<a href="#">VA.912.F.2.Su.a:</a>	Connect employment and leisure opportunities in or relating to visual art with the necessary skills, training, or prerequisites.
<a href="#">VA.912.F.2.Pa.a:</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.

[VA.912.S.2.6:](#)

Incorporate skills, concepts, and media to create images from ideation to resolution.

**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.

[VA.912.S.3.3:](#)

Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

**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.

[VA.912.S.3.4:](#)

Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

**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.

[VA.912.S.3.7:](#)

Use and maintain tools and equipment to facilitate the creative process.

**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.

[VA.912.S.3.8:](#)

Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

**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.

[VA.912.S.3.10:](#)

Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

**Remarks/Examples:**  
e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving

**Related Access Points**

Name	Description
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[VA.912.S.3.In.a:](#) Use two-dimensional, three-dimensional, and/or four-dimensional materials, tools, techniques, and processes to achieve expected results.

[VA.912.S.3.Su.a:](#) Use two- and three-dimensional materials, tools, techniques, and processes to achieve an intended result.

[VA.912.S.3.Pa.a:](#) Use two- and three-dimensional materials, tools, and processes to create works of art.

[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.

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.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:](#)

<b>Remarks/Examples:</b> <b>Geometry - Fluency Recommendations</b>  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.
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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.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[Art Education \(Secondary Grades 7-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

There are more than 425 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15524>



# Access Theatre 1 (#7967020) { Theatre 1 - 0400310 }

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7967020</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Performing Fine Arts</p>	<p><b>Course Path: Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt; <b>Subject:</b> Academics - Subject Areas &gt; <b>Abbreviated Title:</b> Access Theatre 1</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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="#">TH.912.C.1.2:</a>	<p>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.</p> <p><b>Remarks/Examples:</b> e.g., physical, vocal, emotional</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="#">TH.912.C.1.In.b:</a></td> <td>Create a character for a performance-based rehearsal, feedback, and refinement.</td> </tr> <tr> <td><a href="#">TH.912.C.1.Su.b:</a></td> <td>Re-create a character based rehearsal, feedback, and refinement.</td> </tr> <tr> <td><a href="#">TH.912.C.1.Pa.b:</a></td> <td>Change a characteristic in a character for a performance based on feedback.</td> </tr> </tbody> </table>	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.
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<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.								
<a href="#">TH.912.C.1.3:</a>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</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="#">TH.912.C.1.In.b:</a></td> <td>Create a character for a performance-based rehearsal, feedback, and refinement.</td> </tr> <tr> <td><a href="#">TH.912.C.1.Su.b:</a></td> <td>Re-create a character based rehearsal, feedback, and refinement.</td> </tr> <tr> <td><a href="#">TH.912.C.1.Pa.b:</a></td> <td>Change a characteristic in a character for a performance based on feedback.</td> </tr> </tbody> </table>	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.
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<a href="#">TH.912.C.1.Pa.b:</a>	Change a characteristic in a character for a performance based on feedback.								
<a href="#">TH.912.C.2.1:</a>	<p>Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.</p>								

### 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.
<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.

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:](#)

<b>Remarks/Examples:</b> e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
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**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:](#)

<b>Remarks/Examples:</b> e.g., script-writing, set design, costume design
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**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.
<a href="#">TH.912.H.3.Su.b:</a>	Identify selected traditional and emerging technologies for theatre to support creativity and innovation in meeting technical production needs.
<a href="#">TH.912.H.3.Pa.b:</a>	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:](#)

**Remarks/Examples:**

e.g., tools, ladders, paint, sewing machines, dyes, cosmetics

**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:](#)

**Remarks/Examples:**

e.g., relationships, wants, needs, motivations

**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:](#)

**Remarks/Examples:**

e.g., concentration, observation, imagination, sense memory, listening, reacting

**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.

[LAFS.910.RH.1.1:](#) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[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.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.

[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.

[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.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Art Education \(Secondary Grades 7-12\)](#)

[Music \(Elementary and Secondary Grades K-12\)](#)

[Drama \(Grades 6-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

There are more than 39 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15525>



# Access Two-Dimensional Studio Art 1 (#7967025)

{ [Two-Dimensional Studio Art 1 - 0101300](#) }

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7967025</p> <p><b>Number of Credits:</b> Course may be taken for up to two credits</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p> <p><b>Graduation Requirement:</b> Performing Fine Arts</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Senior High and Adult &gt;</p> <p><b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> Access 2-D Studio Art 1</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## 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="#">VA.912.C.1.4:</a>	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p><b>Remarks/Examples:</b> e.g., symbolism, spatial relationship</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="#">VA.912.C.1.In.c:</a></td> <td>Use visual evidence and prior knowledge to analyze multiple interpretations of works of art.</td> </tr> <tr> <td><a href="#">VA.912.C.1.Su.c:</a></td> <td>Describe observations and apply prior knowledge to interpret visual information and analyze works of art.</td> </tr> <tr> <td><a href="#">VA.912.C.1.Pa.c:</a></td> <td>Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.</td> </tr> </tbody> </table>	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.
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<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.								
<a href="#">VA.912.C.1.6:</a>	<p>Identify rationale for aesthetic choices in recording visual media.</p> <p><b>Remarks/Examples:</b> e.g., two-, three-, and four-dimensional media, motion or multi-media</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="#">VA.912.C.1.In.d:</a></td> <td>Assess personal artwork during production to refine work and achieve artistic objective.</td> </tr> <tr> <td><a href="#">VA.912.C.1.Su.d:</a></td> <td>Analyze and revise artworks to meet established criteria.</td> </tr> </tbody> </table>	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.		
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<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.
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[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.

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.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

<a href="#">Art Education (Secondary Grades 7-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 377 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15526>



# Preparation for Entrepreneurship/Self-Employment (#7980040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7980040

**Course Path:** Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Career and Technical Education For Students With Disabilities > **Abbreviated Title:** PREP FOR ENTREP/EMP  
**Course Length:** Multiple (M) - Course length can vary

**Number of Credits:** Multiple credits

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Graduation Requirement:** Vocational

## 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).

## QUALIFICATIONS

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

**Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).**

## Course Standards

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

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>



# Career Preparation: 9-12 (#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>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> CAR PREP: 9-12
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>

## 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).

## QUALIFICATIONS

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

**Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).**

## 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.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>



# Career Experiences: 9-12 (#7980120)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7980120	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> CAR EXPS: 9-12
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Graduation Requirement:</b> Vocational	

## 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).

## QUALIFICATIONS

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

**Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).**

## 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.

## Related Certifications

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Hearing Impaired \(Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)



# Career Placement: 9-12 (#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>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> CAR PLACEMENT: 9-12
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Graduation Requirement:</b> Vocational	

## 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).

## QUALIFICATIONS

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

**Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).**

## 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.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>





# 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>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> SUP COMPE EMPLOY
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Graduation Requirement:</b> Vocational	

## 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).

## QUALIFICATIONS

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

**Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).**

## Course Standards

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

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>



# 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>Subject:</b> Career and Technical Education For Students With Disabilities >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> TECH ED
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Graduation Requirement:</b> Vocational	

## 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

## 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.

## Related Certifications

<a href="#">Engineering &amp; Technology Education (Grades 6-12)</a>
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