

	needs.
<a href="#">LA.3.3.4.4:</a>	<p>The student will edit for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.3.4.In.b:</a> Edit for correct use of common spelling patterns for phonetically regular CVC words and spelling of high frequency words using a word bank or other resource as necessary.</li> <li>• <a href="#">LA.3.3.4.Su.a:</a> Edit for correct use of left to right progression and sequencing for words and phrases.</li> <li>• <a href="#">LA.3.3.4.Pa.a:</a> Adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and needs.</li> </ul>
<a href="#">LA.3.3.4.5:</a>	<p>The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.3.4.In.a:</a> Edit for correct use of left to right progression and sequencing.</li> <li>• <a href="#">LA.3.3.4.Su.a:</a> Edit for correct use of left to right progression and sequencing for words and phrases.</li> <li>• <a href="#">LA.3.3.4.Pa.a:</a> Adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and needs.</li> </ul>
<a href="#">LA.3.3.4.6:</a>	<p>The student will edit for correct use of end punctuation for compound, declarative, interrogative, and exclamatory sentences.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.3.4.In.a:</a> Edit for correct use of left to right progression and sequencing.</li> <li>• <a href="#">LA.3.3.4.Su.a:</a> Edit for correct use of left to right progression</li> </ul>

	<p>and sequencing for words and phrases.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.3.4.Pa.a</a>: Adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and needs.</li> </ul>
<p><a href="#">LA.3.3.5.1:</a></p>	<p>The student will prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.3.5.In.a</a>: Produce writing that is clear, legible, and appropriate for the purpose.</li> <li>• <a href="#">LA.3.3.5.Su.a</a>: Produce pictures with legible and understandable stories or descriptions.</li> <li>• <a href="#">LA.3.3.5.Pa.a</a>: Effectively communicate information, wants, and needs using referent objects, gestures/ signs, pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.3.3.5.2:</a></p>	<p>The student will add graphics where appropriate; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.3.5.In.a</a>: Produce writing that is clear, legible, and appropriate for the purpose.</li> <li>• <a href="#">LA.3.3.5.Su.a</a>: Produce pictures with legible and understandable stories or descriptions.</li> <li>• <a href="#">LA.3.3.5.Pa.a</a>: Effectively communicate information, wants, and needs using referent objects, gestures/ signs, pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.3.3.5.3:</a></p>	<p>The student will share the writing with the intended audience.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.3.5.In.b</a>: Share the writing with others.</li> <li>• <a href="#">LA.3.3.5.Su.b</a>: Share the picture stories with others.</li> <li>• <a href="#">LA.3.3.5.Pa.a</a>: Effectively communicate information, wants, and needs using referent objects, gestures/ signs, pictures, symbols, or words.</li> </ul>

<p><a href="#"><u>LA.3.4.1.1:</u></a></p>	<p>The student will write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.3.4.1.In.a:</u></a> Write a narrative that includes a main idea and characters.</li> <li>• <a href="#"><u>LA.3.4.1.Su.a:</u></a> Produce a narrative by creating a picture that tells a story about familiar persons, objects, or actions with dictated words and phrases.</li> <li>• <a href="#"><u>LA.3.4.1.Pa.a:</u></a> Communicate information that tells about familiar persons, objects, and actions.</li> </ul>
<p><a href="#"><u>LA.3.4.1.2:</u></a></p>	<p>The student will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.3.4.1.In.b:</u></a> Contribute to group writing of poetry, rhymes, or songs.</li> <li>• <a href="#"><u>LA.3.4.1.Su.b:</u></a> Recite poetry, rhymes, and chants with expression.</li> <li>• <a href="#"><u>LA.3.4.1.Su.c:</u></a> Contribute to group recitation of poetry, rhymes, and chants with expression.</li> <li>• <a href="#"><u>LA.3.4.1.Pa.b:</u></a> Communicate information about daily activities.</li> </ul>
<p><a href="#"><u>LA.3.4.2.1:</u></a></p>	<p>The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.3.4.2.In.a:</u></a> Record information (e.g., lists, logs, labels) related to a topic.</li> <li>• <a href="#"><u>LA.3.4.2.Su.a:</u></a> Record expository information by creating pictures and dictating labels or lists.</li> <li>• <a href="#"><u>LA.3.4.2.Pa.a:</u></a> Express wants and needs.</li> </ul>

<p><a href="#">LA.3.4.2.2:</a></p>	<p>The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.4.2.In.b:</a> Write labels for common objects in the classroom.</li> <li>• <a href="#">LA.3.4.2.Su.a:</a> Record expository information by creating pictures and dictating labels or lists.</li> <li>• <a href="#">LA.3.4.2.Pa.a:</a> Express wants and needs.</li> </ul>
<p><a href="#">LA.3.4.2.3:</a></p>	<p>The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.4.2.In.c:</a> Create expository text with pictures and sentences that contain relevant information about a topic.</li> <li>• <a href="#">LA.3.4.2.Su.a:</a> Record expository information by creating pictures and dictating labels or lists.</li> <li>• <a href="#">LA.3.4.2.Pa.b:</a> Communicate information about daily activities.</li> </ul>
<p><a href="#">LA.3.4.2.4:</a></p>	<p>The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.4.2.In.d:</a> Write thank-you notes and simple messages.</li> <li>• <a href="#">LA.3.4.2.Su.b:</a> Compose informal invitations, messages, and thank-you notes by copying from a model.</li> <li>• <a href="#">LA.3.4.2.Pa.c:</a> Communicate information about familiar persons, objects, or actions using non-verbal expression, gestures/ signs, pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.3.4.2.5:</a></p>	<p>The student will write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.3.4.2.In.e</a>: Produce functional text (e.g., two-step directions, rules) by creating instructions with pictures and sentences.</li> <li>• <a href="#">LA.3.4.2.Su.c</a>: Produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating words, phrases and sentences.</li> <li>• <a href="#">LA.3.4.2.Pa.c</a>: Communicate information about familiar persons, objects, or actions using non-verbal expression, gestures/ signs, pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.3.4.3.1:</a></p>	<p>The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.4.3.In.a</a>: Create a picture of a preferred item (e.g., food, pet, person) and dictate a reason why this item is the favorite.</li> <li>• <a href="#">LA.3.4.3.Su.a</a>: Choose a favorite item (e.g., food, pet, toy, person) and tell what he or she likes about it.</li> <li>• <a href="#">LA.3.4.3.Pa.a</a>: Communicate a preference for familiar persons, objects, or actions in daily activities.</li> </ul>
<p><a href="#">LA.3.5.1.1:</a></p>	<p>The student will demonstrate beginning cursive writing skills.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.5.1.In.a</a>: Write words using upper case and lower case letters, proper spacing, and sequencing.</li> <li>• <a href="#">LA.3.5.1.Su.a</a>: Write first name and copy letters and words from left to right with a visual cue.</li> <li>• <a href="#">LA.3.5.1.Pa.a</a>: Use pictures, symbols, gestures/signs, or words to communicate meaning.</li> </ul>
<p><a href="#">LA.3.5.2.1:</a></p>	<p>The student will recall, interpret, and summarize information presented orally; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.5.2.In.a</a>: Identify details from a variety of oral presentations (e.g., stories, poems, skits, songs, information).</li> <li>• <a href="#">LA.3.5.2.Su.a</a>: Identify details from oral presentations (e.g.,</li> </ul>

	<p>stories, songs, verbal messages).</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.5.2.Pa.a</a>: Attend to oral presentations (e.g., stories, songs, verbal messages).</li> </ul>
<p><a href="#">LA.3.5.2.2</a>:</p>	<p>The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.5.2.In.b</a>: Present information orally using appropriate voice, eye contact, and body movements for the occasion.</li> <li>• <a href="#">LA.3.5.2.Su.b</a>: Use words, phrases, and simple sentences for oral expression in classroom activities using appropriate voice.</li> <li>• <a href="#">LA.3.5.2.Pa.b</a>: Use language and nonverbal expression to communicate in daily group activities.</li> </ul>
<p><a href="#">LA.3.6.1.1</a>:</p>	<p>The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.6.1.In.a</a>: Read informational text with graphics for different purposes to follow two-step directions, answer literal questions, and perform tasks.</li> <li>• <a href="#">LA.3.6.1.Su.a</a>: Use information in pictures, symbols, and environmental print to answer questions and perform tasks.</li> <li>• <a href="#">LA.3.6.1.Pa.a</a>: Recognize pictures of persons and objects to perform specific tasks in daily activities.</li> </ul>
<p><a href="#">LA.3.6.2.1</a>:</p>	<p>The student will determine information needed for a search by narrowing or broadening a topic, identify key words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.6.2.In.a</a>: Generate ideas for a search.</li> <li>• <a href="#">LA.3.6.2.Su.a</a>: Use objects and pictures to identify topics for a</li> </ul>

	<p>search.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.6.2.Pa.a</a>: Select a familiar object to explore.</li> </ul>
<a href="#">LA.3.6.2.2:</a>	<p>The student will use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.6.2.In.b</a>: Use resources (e.g., pictures, nonfiction books) to obtain information.</li> <li>• <a href="#">LA.3.6.2.Su.b</a>: Use teacher-recommended materials (e.g., objects, pictures, read-aloud text) to obtain information.</li> <li>• <a href="#">LA.3.6.2.Pa.b</a>: Explore and interact with the functions of the selected object.</li> </ul>
<a href="#">LA.3.6.2.3:</a>	<p>The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.6.2.In.c</a>: Communicate responses to search questions in dictated, written, or visual format (e.g., picture stories).</li> <li>• <a href="#">LA.3.6.2.Su.c</a>: Communicate responses to search questions using dictated words or phrases and pictures.</li> <li>• <a href="#">LA.3.6.2.Pa.c</a>: Communicate about the selected object using nonverbal expression, gestures/signs, pictures, symbols, or words.</li> </ul>
<a href="#">LA.3.6.2.4:</a>	<p>The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.3.6.2.In.d</a>: Identify titles, authors, and illustrators of books.</li> <li>• <a href="#">LA.3.6.2.Su.d</a>: Identify titles and authors on the covers of familiar books.</li> <li>• <a href="#">LA.3.6.2.Pa.d</a>: Recognize familiar books or print materials.</li> </ul>

<p><a href="#"><u>LA.3.6.3.1:</u></a></p>	<p>The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.3.6.3.In.a:</u></a> Identify main ideas and details in print media (e.g., pictures, symbols, text);</li> <li>• <a href="#"><u>LA.3.6.3.Su.a:</u></a> Identify details in print media (e.g., pictures, symbols, text)</li> <li>• <a href="#"><u>LA.3.6.3.Pa.a:</u></a> Respond to familiar print media (e.g., pictures, symbols, text).</li> </ul>
<p><a href="#"><u>LA.3.6.3.2:</u></a></p>	<p>The student will identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.3.6.3.In.b:</u></a> Identify basic production elements used in media messages (e.g., color, sound, animation).</li> <li>• <a href="#"><u>LA.3.6.3.Su.b:</u></a> Recognize basic production elements used in familiar media messages (e.g.,color, sound).</li> <li>• <a href="#"><u>LA.3.6.3.Pa.b:</u></a> Respond to basic production elements in media messages (e.g., motion sound).</li> </ul>
<p><a href="#"><u>LA.3.6.4.1:</u></a></p>	<p>The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.3.6.4.In.a:</u></a> Use appropriate available technologies to enhance communication.</li> <li>• <a href="#"><u>LA.3.6.4.Su.a:</u></a> Use an appropriate available technology to enhance communication.</li> <li>• <a href="#"><u>LA.3.6.4.Pa.a:</u></a> Use an appropriate available technology to enhance communication.</li> </ul>
<p><a href="#"><u>LA.3.6.4.2:</u></a></p>	<p>The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a</p>



variety of media formats.

**Access Points:**

- [LA.3.6.4.In.b](#): Use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words.
- [LA.3.6.4.Su.b](#): Use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words.
- [LA.3.6.4.Pa.b](#): Use technology resources to support learning.



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# Course: 7710013 Access Language Arts - Grade 2

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## BASIC INFORMATION

<b>Course Number:</b>	7710013
<b>Course Title:</b>	Access Language Arts - Grade 2
<b>Course Abbreviated Title:</b>	Access Language Arts - Grade 2
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Elementary » <b>Subject:</b> Academics - Subject Areas »
<b>Number of Credits:</b>	NA
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved

## RELATED ACCESS POINTS: Independent(62) Supported(55) Participatory(43)

<b><a href="#">LA.2.1.4.1:</a></b>	<p>The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <b><a href="#">LA.2.1.4.In.a:</a></b> Identify initial and final phonemes in CVC words.</li><li>• <b><a href="#">LA.2.1.4.Su.c:</a></b> Produce the most common sounds associated with five or more letters.</li><li>• <b><a href="#">LA.2.1.4.Pa.a:</a></b> Respond to spoken words, referent objects, gestures/ signs, pictures, or symbols used as prompts or cues</li></ul>
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	<p>in familiar stories, routines, and daily activities.</p>
<p><a href="#">LA.2.1.4.2:</a></p>	<p>The student will apply knowledge of spelling patterns to identify syllables;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.4.In.b:</a> Blend individual phonemes in one syllables words.</li> <li>• <a href="#">LA.2.1.4.Su.d:</a> Identify the first letter and sound in CVC words.</li> <li>• <a href="#">LA.2.1.4.Pa.a:</a> Respond to spoken words, referent objects, gestures/ signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.</li> </ul>
<p><a href="#">LA.2.1.4.3:</a></p>	<p>The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.4.In.c:</a> Produce the most common sounds associated with all letters of the alphabet.</li> <li>• <a href="#">LA.2.1.4.Su.b:</a> Orally identify and blend syllables and onset-and rime in familiar words.</li> <li>• <a href="#">LA.2.1.4.Pa.a:</a> Respond to spoken words, referent objects, gestures/ signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.</li> </ul>
<p><a href="#">LA.2.1.4.4:</a></p>	<p>The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.4.In.d:</a> Decode phonetically regular CVC words.</li> <li>• <a href="#">LA.2.1.4.Su.a:</a> Orally blend and segment compound words with picture prompts.</li> <li>• <a href="#">LA.2.1.4.Pa.a:</a> Respond to spoken words, referent objects, gestures/ signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.</li> </ul>

<p><a href="#">LA.2.1.4.5:</a></p>	<p>The student will recognize high frequency words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.4.In.e</a>: Recognize high frequency sight words.</li> <li>• <a href="#">LA.2.1.4.Su.c</a>: Produce the most common sounds associated with five or more letters.</li> <li>• <a href="#">LA.2.1.4.Pa.a</a>: Respond to spoken words, referent objects, gestures/ signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.</li> </ul>
<p><a href="#">LA.2.1.4.6:</a></p>	<p>The student will recognize common abbreviations;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.4.In.e</a>: Recognize high frequency sight words.</li> <li>• <a href="#">LA.2.1.4.Su.b</a>: Orally identify and blend syllables and onset-and rime in familiar words.</li> <li>• <a href="#">LA.2.1.4.Pa.a</a>: Respond to spoken words, referent objects, gestures/ signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.</li> </ul>
<p><a href="#">LA.2.1.4.7:</a></p>	<p>The student will recognize and correctly use regular and irregular plurals; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.4.In.f</a>: Use self-correction when subsequent reading indicates an earlier misreading.</li> <li>• <a href="#">LA.2.1.4.Su.a</a>: Orally blend and segment compound words with picture prompts.</li> <li>• <a href="#">LA.2.1.4.Pa.a</a>: Respond to spoken words, referent objects, gestures/ signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.</li> </ul>
<p><a href="#">LA.2.1.4.8:</a></p>	<p>The student will use self-correction when subsequent reading indicates an earlier misreading.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.4.In.f</a>: Use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.4.Su.c</a>: Produce the most common sounds associated with five or more letters.</li> <li>• <a href="#">LA.2.1.4.Pa.a</a>: Respond to spoken words, referent objects, gestures/ signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.</li> </ul>
<a href="#">LA.2.1.5.1:</a>	<p>The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.5.In.a</a>: Read high frequency sight words and phonetically regular words.</li> <li>• <a href="#">LA.2.1.5.Su.a</a>: Name five or more letters and produce their sounds.</li> <li>• <a href="#">LA.2.1.5.Pa.a</a>: Respond consistently to persons, objects, gestures/signs, and pictures in familiar stories and daily activities.</li> </ul>
<a href="#">LA.2.1.5.2:</a>	<p>The student will identify high frequency phonetically irregular words in context; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.5.In.a</a>: Read high frequency sight words and phonetically regular words.</li> <li>• <a href="#">LA.2.1.5.Su.a</a>: Name five or more letters and produce their sounds.</li> <li>• <a href="#">LA.2.1.5.Pa.a</a>: Respond consistently to persons, objects, gestures/signs, and pictures in familiar stories and daily activities.</li> </ul>
<a href="#">LA.2.1.5.3:</a>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.5.In.a</a>: Read high frequency sight words and phonetically regular words.</li> <li>• <a href="#">LA.2.1.5.Su.a</a>: Name five or more letters and produce their</li> </ul>

	<p>sounds.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.5.Pa.b</a>: Request continuation of a familiar story or routine when it has been interrupted.</li> </ul>
<a href="#">LA.2.1.6.1:</a>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.2.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.2.1.6.Pa.a</a>: Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.2.1.6.2:</a>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.b</a>: Listen to, read, and talk about stories and informational text.</li> <li>• <a href="#">LA.2.1.6.Su.b</a>: Listen to and talk about stories and informational text.</li> <li>• <a href="#">LA.2.1.6.Pa.b</a>: Listen and respond to stories and informational text.</li> </ul>
<a href="#">LA.2.1.6.3:</a>	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.c</a>: Identify the meaning of words and phrases in text using context and pictures clues.</li> <li>• <a href="#">LA.2.1.6.Su.c</a>: Identify and name words paired with pictures or symbols that represent persons, objects, actions, and settings in familiar activities.</li> <li>• <a href="#">LA.2.1.6.Pa.c</a>: Respond to words used as prompts or cues.</li> </ul>
<a href="#">LA.2.1.6.4:</a>	<p>The student will categorize key vocabulary and identify salient</p>

	<p>features;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.d</a>: Identify and sort pictures of common words into categories.</li> <li>• <a href="#">LA.2.1.6.Su.d</a>: Sort objects into predetermined categories.</li> <li>• <a href="#">LA.2.1.6.Pa.e</a>: Match objects, gestures, or pictures to task in routines.</li> </ul>
<p><a href="#">LA.2.1.6.5</a>:</p>	<p>The student will relate new vocabulary to familiar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.2.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.2.1.6.Pa.d</a>: Identify familiar persons and objects in daily activities</li> </ul>
<p><a href="#">LA.2.1.6.6</a>:</p>	<p>The student will identify base (root) words and common prefixes to determine the meanings of prefixed words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.2.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.2.1.6.Pa.c</a>: Respond to words used as prompts or cues.</li> </ul>
<p><a href="#">LA.2.1.6.7</a>:</p>	<p>The student will identify antonyms, synonyms, and homophones;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.2.1.6.Su.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.2.1.6.Pa.c</a>: Respond to words used as prompts or cues.</li> </ul>
<p><a href="#">LA.2.1.6.8</a>:</p>	<p>The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.f</a>: Identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after).</li> <li>• <a href="#">LA.2.1.6.Su.f</a>: Use pictures to identify meaning of unknown symbols and words.</li> <li>• <a href="#">LA.2.1.6.Pa.d</a>: Identify familiar persons and objects in daily activities</li> </ul>
<a href="#">LA.2.1.6.9:</a>	<p>The student will determine meanings of unfamiliar words by using a dictionary and digital tools.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.6.In.g</a>: Use a picture dictionary to identify the meaning of words.</li> <li>• <a href="#">LA.2.1.6.Su.f</a>: Use pictures to identify meaning of unknown symbols and words.</li> <li>• <a href="#">LA.2.1.6.Pa.e</a>: Match objects, gestures, or pictures to task in routines.</li> </ul>
<a href="#">LA.2.1.7.1:</a>	<p>The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.In.a</a>: Preview text features (e.g., illustrations and title) and use prior knowledge to make predictions of content of text</li> <li>• <a href="#">LA.2.1.7.Su.a</a>: Preview text features (e.g., illustrations) to make predictions about a story.</li> <li>• <a href="#">LA.2.1.7.Pa.a</a>: Respond to pictures of characters or objects in read-aloud stories.</li> </ul>
<a href="#">LA.2.1.7.2:</a>	<p>The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.In.b</a>: Identify important details (e.g., who, what, where, when) that relate to the author's purpose in read-aloud stories.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.Su.b</a>: Identify details (e.g., who, what) that relate to the author’s purpose in read-aloud stories.</li> <li>• <a href="#">LA.2.1.7.Pa.b</a>: Respond accurately and consistently to referent objects or pictures used in routines.</li> </ul>
<a href="#">LA.2.1.7.3:</a>	<p>The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.In.c</a>: Identify details in text, including but not limited to who, what, where, and when.</li> <li>• <a href="#">LA.2.1.7.Su.b</a>: Identify details (e.g., who, what) that relate to the author’s purpose in read-aloud stories.</li> <li>• <a href="#">LA.2.1.7.Pa.c</a>: Identify obvious differences between referent objects, pictures, or symbols used in routines.</li> </ul>
<a href="#">LA.2.1.7.4:</a>	<p>The student will identify cause-and-effect relationships in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.In.e</a>: Identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text.</li> <li>• <a href="#">LA.2.1.7.Su.b</a>: Identify details (e.g., who, what) that relate to the author’s purpose in read-aloud stories.</li> <li>• <a href="#">LA.2.1.7.Pa.c</a>: Identify obvious differences between referent objects, pictures, or symbols used in routines.</li> </ul>
<a href="#">LA.2.1.7.5:</a>	<p>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.In.e</a>: Identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text.</li> <li>• <a href="#">LA.2.1.7.Su.c</a>: Identify details, including but not limited to who and what in familiar read-aloud stories</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.Pa.d</a>: Seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities.</li> </ul>
<p><a href="#">LA.2.1.7.6</a>:</p>	<p>The student will identify themes or topics across a variety of fiction and nonfiction selections;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.In.d</a>: Arrange pictures of events in sequence.</li> <li>• <a href="#">LA.2.1.7.Su.c</a>: Identify details, including but not limited to who and what in familiar read-aloud stories</li> <li>• <a href="#">LA.2.1.7.Pa.c</a>: Identify obvious differences between referent objects, pictures, or symbols used in routines.</li> </ul>
<p><a href="#">LA.2.1.7.7</a>:</p>	<p>The student will compare and contrast characters and settings in one text; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.In.e</a>: Identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text.</li> <li>• <a href="#">LA.2.1.7.Su.d</a>: Identify similarities in characters or actions in read-aloud stories.</li> <li>• <a href="#">LA.2.1.7.Pa.d</a>: Seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities.</li> </ul>
<p><a href="#">LA.2.1.7.8</a>:</p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.1.7.In.f</a>: Use strategies to repair comprehension, including but not limited to re-reading and connecting read-aloud stories to life experiences.</li> <li>• <a href="#">LA.2.1.7.Su.e</a>: Use strategies to repair comprehension, including but not limited to connecting characters, actions, and settings in read-aloud stories to life experiences.</li> <li>• <a href="#">LA.2.1.7.Pa.d</a>: Seek assistance to clarify the meaning of</li> </ul>

	pictures, symbols, or words in daily classroom activities.
<a href="#">LA.2.2.1.1:</a>	<p>The student will identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.1.In.a:</a> Identify basic characteristics of various literary forms (e.g., picture books, stories, rhyming poetry).</li> <li>• <a href="#">LA.2.2.1.Su.a:</a> Identify literary forms (e.g., picture books, rhyming poetry, fairy tales).</li> <li>• <a href="#">LA.2.2.1.Pa.a:</a> Respond to familiar literary forms (e.g., pictures, rhyming poetry, predictable read-aloud stories).</li> </ul>
<a href="#">LA.2.2.1.2:</a>	<p>The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.1.In.b:</a> Identify characters, settings, actions, and events in read-aloud prose.</li> <li>• <a href="#">LA.2.2.1.Su.a:</a> Identify literary forms (e.g., picture books, rhyming poetry, fairy tales).</li> <li>• <a href="#">LA.2.2.1.Pa.a:</a> Respond to familiar literary forms (e.g., pictures, rhyming poetry, predictable read-aloud stories).</li> </ul>
<a href="#">LA.2.2.1.3:</a>	<p>The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.1.In.c:</a> Identify words and images that in stories and poems that evoke feelings such as happiness or surprise.</li> <li>• <a href="#">LA.2.2.1.Su.b:</a> Identify characters, actions and settings in read-aloud prose.</li> <li>• <a href="#">LA.2.2.1.Pa.a:</a> Respond to familiar literary forms (e.g., pictures, rhyming poetry, predictable read-aloud stories).</li> </ul>
<a href="#">LA.2.2.1.4:</a>	The student will identify an authors theme, and use details from the

	<p>text to explain how the author developed that theme;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.1.In.d</a>: Contribute to a discussion connecting characters, setting, or events in read-aloud stories to life experiences.</li> <li>• <a href="#">LA.2.2.1.Su.c</a>: Identify images in stories and poems that evoke feelings such as happiness or surprise.</li> <li>• <a href="#">LA.2.2.1.Pa.b</a>: Use non-verbal expression gestures/ signs, pictures, symbols, or words to respond to characters, objects, events, or actions from a familiar read-aloud story.</li> </ul>
<p><a href="#">LA.2.2.1.5:</a></p>	<p>The student will respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.1.In.d</a>: Contribute to a discussion connecting characters, setting, or events in read-aloud stories to life experiences.</li> <li>• <a href="#">LA.2.2.1.Su.c</a>: Identify images in stories and poems that evoke feelings such as happiness or surprise.</li> <li>• <a href="#">LA.2.2.1.Pa.c</a>: Respond to emotions expressed by familiar persons.</li> </ul>
<p><a href="#">LA.2.2.1.6:</a></p>	<p>The student will write a book report identifying character(s), setting, and sequence of events;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.1.In.e</a>: Create a picture story with dictated phrases and sentences that includes a character, setting or event from a read-aloud literature selection.</li> <li>• <a href="#">LA.2.2.1.Su.e</a>: Create a picture story with dictated words or phrases that includes a familiar character, object, action, or setting from a read-aloud story.</li> <li>• <a href="#">LA.2.2.1.Pa.c</a>: Respond to emotions expressed by familiar persons.</li> </ul>

<p><a href="#">LA.2.2.1.7:</a></p>	<p>The student will identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.1.In.c:</a> Identify words and images that in stories and poems that evoke feelings such as happiness or surprise.</li> <li>• <a href="#">LA.2.2.1.Su.d:</a> Contribute to a discussion connecting characters, objects, actions, or setting) in read-aloud stories to life experiences.</li> <li>• <a href="#">LA.2.2.1.Pa.d:</a> Express a preference for a familiar read-aloud story or poem, based on interest and teacher recommendations to begin building a core foundation of knowledge.</li> </ul>
<p><a href="#">LA.2.2.1.8:</a></p>	<p>The student will select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.1.In.f:</a> Select fiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation of knowledge.</li> <li>• <a href="#">LA.2.2.1.Su.f:</a> Select fiction materials to listen to, based on interest and teacher recommendations, to begin building a core foundation of knowledge.</li> <li>• <a href="#">LA.2.2.1.Pa.d:</a> Express a preference for a familiar read-aloud story or poem, based on interest and teacher recommendations to begin building a core foundation of knowledge.</li> </ul>
<p><a href="#">LA.2.2.2.1:</a></p>	<p>The student will recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.2.In.a:</a> Identify text features (e.g., illustrations title,</li> </ul>

	<p>table of contents) found in informational text</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.2.Su.a</a>: Identify information in pictures and symbols in environmental print and informational text.</li> <li>• <a href="#">LA.2.2.2.Pa.a</a>: Recognize pictures of persons and objects associated with daily activities.</li> </ul>
<p><a href="#">LA.2.2.2.2:</a></p>	<p>The student will use explicitly stated information to answer a question;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.2.In.b</a>: Use specific information to answer literal questions.</li> <li>• <a href="#">LA.2.2.2.Su.b</a>: Respond to literal yes/no questions about read-aloud informational text.</li> <li>• <a href="#">LA.2.2.2.Pa.b</a>: Respond purposefully to referent objects, pictures or gestures/ signs used in routines.</li> </ul>
<p><a href="#">LA.2.2.2.3:</a></p>	<p>The student will distinguish among a variety of text (e.g., reference, practical/functional); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.2.In.c</a>: Identify nonfiction print materials (e.g., calendar, schedule, environmental print).</li> <li>• <a href="#">LA.2.2.2.Su.c</a>: Recognize familiar nonfiction print (e.g., environmental print).</li> <li>• <a href="#">LA.2.2.2.Pa.b</a>: Respond purposefully to referent objects, pictures or gestures/ signs used in routines.</li> </ul>
<p><a href="#">LA.2.2.2.4:</a></p>	<p>The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.2.In.d</a>: Select nonfiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation of knowledge.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.2.2.Su.d</a>: Select nonfiction materials to listen to based on interest and teacher building a core foundation of knowledge.</li> <li>• <a href="#">LA.2.2.2.Pa.c</a>: Express a preference for a familiar read-aloud nonfiction, based on interest and teacher recommendations to begin building a core foundation of knowledge.</li> </ul>
<p><a href="#">LA.2.3.1.1:</a></p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.1.In.a</a>: Generate ideas for writing about a picture of persons, objects, events, or experiences through activities (e.g., answering questions, viewing pictures, or listening to text).</li> <li>• <a href="#">LA.2.3.1.Su.a</a>: Generate ideas for pictures that tell a story about persons, objects, actions or events through activities (e.g., responding to questions, exploring objects, viewing pictures).</li> <li>• <a href="#">LA.2.3.1.Pa.a</a>: Associate wants and needs with referent objects, gestures/signs, pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.2.3.1.2:</a></p>	<p>The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.1.In.a</a>: Generate ideas for writing about a picture of persons, objects, events, or experiences through activities (e.g., answering questions, viewing pictures, or listening to text).</li> <li>• <a href="#">LA.2.3.1.Su.a</a>: Generate ideas for pictures that tell a story about persons, objects, actions or events through activities (e.g., responding to questions, exploring objects, viewing pictures).</li> <li>• <a href="#">LA.2.3.1.Pa.a</a>: Associate wants and needs with referent objects, gestures/signs, pictures, symbols, or words.</li> </ul>

<p><a href="#"><u>LA.2.3.1.3:</u></a></p>	<p>The student will prewrite by making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.2.3.1.In.b:</u></a> Identify the purpose for writing (e.g. to inform tell a story).</li> <li>• <a href="#"><u>LA.2.3.1.Su.a:</u></a> Generate ideas for pictures that tell a story about persons, objects, actions or events through activities (e.g., responding to questions, exploring objects, viewing pictures).</li> <li>• <a href="#"><u>LA.2.3.1.Pa.a:</u></a> Associate wants and needs with referent objects, gestures/signs, pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.2.3.2.1:</u></a></p>	<p>The student will draft writing by maintaining focus on a single idea and developing supporting details; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.2.3.2.In.a:</u></a> Create a picture.</li> <li>• <a href="#"><u>LA.2.3.2.Su.a:</u></a> Create a picture.</li> <li>• <a href="#"><u>LA.2.3.2.Pa.a:</u></a> Make an initial attempt to convey wants that needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.2.3.2.2:</u></a></p>	<p>The student will draft writing by organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.2.3.2.In.b:</u></a> Dictate phrases and sentences that tell a story or give information about the picture.</li> <li>• <a href="#"><u>LA.2.3.2.Su.b:</u></a> Dictate words or phrases to tell a story or describe the picture.</li> <li>• <a href="#"><u>LA.2.3.2.Pa.a:</u></a> Make an initial attempt to convey wants that needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, pictures, symbols, or words.</li> </ul>



<p><a href="#">LA.2.3.3.1:</a></p>	<p>The student will revise by evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.3.In.a:</a> Review the pictures and dictation.</li> <li>• <a href="#">LA.2.3.3.Su.a:</a> Review the pictures and dictation.</li> <li>• <a href="#">LA.2.3.3.Pa.a:</a> Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.3.2:</a></p>	<p>The student will revise by creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.3.In.b:</a> Change the picture and dictation to add or modify details with prompting.</li> <li>• <a href="#">LA.2.3.3.Su.b:</a> Add details to the picture and dictation with prompting</li> <li>• <a href="#">LA.2.3.3.Pa.a:</a> Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.3.3:</a></p>	<p>The student will revise by creating interest by incorporating descriptive words and supporting details, such as sensory language; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.3.In.c:</a> Copy dictated phrases and sentences.</li> <li>• <a href="#">LA.2.3.3.Su.c:</a> Copy dictated words and phrases.</li> <li>• <a href="#">LA.2.3.3.Pa.a:</a> Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.3.4:</a></p>	<p>The student will revise by evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.3.In.c</a>: Copy dictated phrases and sentences.</li> <li>• <a href="#">LA.2.3.3.Su.c</a>: Copy dictated words and phrases.</li> <li>• <a href="#">LA.2.3.3.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.4.1:</a></p>	<p>The student will edit for correct use of conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.4.In.a</a>: Use left to right progression, spacing, and sequencing of words copied from dictation.</li> <li>• <a href="#">LA.2.3.4.Su.a</a>: Use left to right progression of letters in words using a visual cue.</li> <li>• <a href="#">LA.2.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.4.2:</a></p>	<p>The student will edit for correct use of capitalization, including initial word in a sentence, the pronoun I, and proper names;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.4.In.c</a>: Use capitalization of own first and last name and the pronoun “I.”</li> <li>• <a href="#">LA.2.3.4.Su.a</a>: Use left to right progression of letters in words using a visual cue.</li> <li>• <a href="#">LA.2.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.4.3:</a></p>	<p>The student will edit for correct use of commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.4.In.c</a>: Use capitalization of own first and last name and the pronoun “I.”</li> <li>• <a href="#">LA.2.3.4.Su.a</a>: Use left to right progression of letters in words using a visual cue.</li> <li>• <a href="#">LA.2.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.4.4:</a></p>	<p>The student will edit for correct use of nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mine, his/her, hers);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.4.In.b</a>: Use knowledge of letter/sound relationships to spell words with familiar sounds.</li> <li>• <a href="#">LA.2.3.4.Su.b</a>: Use capitalization of own first name</li> <li>• <a href="#">LA.2.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.4.5:</a></p>	<p>The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.4.In.b</a>: Use knowledge of letter/sound relationships to spell words with familiar sounds.</li> <li>• <a href="#">LA.2.3.4.Su.b</a>: Use capitalization of own first name</li> <li>• <a href="#">LA.2.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.4.6:</a></p>	<p>The student will edit for the correct use of end punctuation for compound sentences, statements, questions, and exclamations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.4.In.b</a>: Use knowledge of letter/sound relationships to spell words with familiar sounds.</li> <li>• <a href="#">LA.2.3.4.Su.a</a>: Use left to right progression of letters in words</li> </ul>

	<p>using a visual cue.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.2.3.5.1:</a></p>	<p>The student will produce, illustrate, and share a variety of compositions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.3.5.In.a</a>: Produce illustrate, and share picture stories and descriptions.</li> <li>• <a href="#">LA.2.3.5.Su.a</a>: Produce and share pictures with dictated words and phrases.</li> <li>• <a href="#">LA.2.3.5.Pa.a</a>: Effectively communicate wants and needs to a familiar person with prompting using referent objects, gestures/signs, pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.2.4.1.1:</a></p>	<p>The student will write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.4.1.In.a</a>: Create picture stories with dictated sentences about a main character.</li> <li>• <a href="#">LA.2.4.1.Su.a</a>: Create pictures with dictated words and phrases that tell a story about familiar persons, objects, or actions.</li> <li>• <a href="#">LA.2.4.1.Pa.a</a>: Communicate recognition of familiar persons and objects.</li> </ul>
<p><a href="#">LA.2.4.1.2:</a></p>	<p>The student will compose simple stories, poems, riddles, rhymes, or song lyrics.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.4.1.In.b</a>: Complete lines in poetry following patterns for rhythm and rhyme.</li> <li>• <a href="#">LA.2.4.1.Su.b</a>: Contribute to group recitation of poetry, rhymes, songs, or chants.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.4.1.Pa.b</a>: Respond to rhythm and rhyme in familiar poems, rhymes, or songs.</li> </ul>
<a href="#">LA.2.4.2.1</a> :	<p>The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.4.2.In.a</a>: Produce expository texts (e.g., labels, lists, journals) by creating pictures with dictated information.</li> <li>• <a href="#">LA.2.4.2.Su.a</a>: Contribute to group recording of expository information by creating pictures and dictating labels or list.</li> <li>• <a href="#">LA.2.4.2.Pa.a</a>: Express wants and needs.</li> </ul>
<a href="#">LA.2.4.2.2</a> :	<p>The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.4.2.In.b</a>: Write a name or title for a picture with expository information.</li> <li>• <a href="#">LA.2.4.2.Su.a</a>: Contribute to group recording of expository information by creating pictures and dictating labels or list.</li> <li>• <a href="#">LA.2.4.2.Pa.b</a>: Communicate recognition of familiar persons, objects, or actions in daily activities.</li> </ul>
<a href="#">LA.2.4.2.3</a> :	<p>The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.4.2.In.d</a>: Produce functional text (e.g., classroom directions, rules) by creating instructions with pictures and dictated sentences.</li> <li>• <a href="#">LA.2.4.2.Su.b</a>: Contribute to group writing of messages and thank-you notes.</li> <li>• <a href="#">LA.2.4.2.Pa.b</a>: Communicate recognition of familiar persons, objects, or actions in daily activities.</li> </ul>

<p><a href="#"><u>LA.2.4.2.4:</u></a></p>	<p>The student will write communications, including friendly letters and thank-you notes; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.2.4.2.In.c:</u></a> Produce thank-you notes and friendly messages using picture stories with dictated sentences.</li> <li>• <a href="#"><u>LA.2.4.2.Su.c:</u></a> Produce functional text (e.g., one-step directions, instructions for daily activities) by creating pictures and dictating words and phrases.</li> <li>• <a href="#"><u>LA.2.4.2.Pa.c:</u></a> Communicate information about familiar persons, objects, or actions, using non-verbal expressions, gestures/ signs, pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.2.4.2.5:</u></a></p>	<p>The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.2.4.2.In.d:</u></a> Produce functional text (e.g., classroom directions, rules) by creating instructions with pictures and dictated sentences.</li> <li>• <a href="#"><u>LA.2.4.2.Su.c:</u></a> Produce functional text (e.g., one-step directions, instructions for daily activities) by creating pictures and dictating words and phrases.</li> <li>• <a href="#"><u>LA.2.4.2.Pa.c:</u></a> Communicate information about familiar persons, objects, or actions, using non-verbal expressions, gestures/ signs, pictures, symbols, or words.</li> </ul>
<p><a href="#"><u>LA.2.4.3.1:</u></a></p>	<p>The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.2.4.3.In.a:</u></a> Create a picture of a favorite item (e.g., food, pet, person) and use dictated words and phrases to explain why this item is important.</li> <li>• <a href="#"><u>LA.2.4.3.Su.a:</u></a> Choose a favorite item (e.g., food, pet, toy, person) and dictate a label for the item.</li> <li>• <a href="#"><u>LA.2.4.3.Pa.a:</u></a> Communicate preference for familiar persons, objects, or actions in daily activities.</li> </ul>

<p><a href="#">LA.2.5.1.1:</a></p>	<p>The student will demonstrate legible printing skills.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.5.1.In.a:</a> Write upper case and lower case letters and write from left to right and top to bottom.</li> <li>• <a href="#">LA.2.5.1.Su.a:</a> Copy letters upper case and lower case letters and words. nonverbal expression or language (e.g.,</li> <li>• <a href="#">LA.2.5.1.Pa.a:</a> Use upper case and lower case letters and words. nonverbal expression or language (e.g.,</li> </ul>
<p><a href="#">LA.2.5.2.1:</a></p>	<p>The student will interpret information presented and seek clarification when needed;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.5.2.In.a:</a> Identify specific details and information presented (e.g., sequence of daily events, directions, rules) and ask questions for clarification.</li> <li>• <a href="#">LA.2.5.2.Su.a:</a> Identify details and information presented (e.g., directions for tasks) and ask for assistance when needed.</li> <li>• <a href="#">LA.2.5.2.Pa.a:</a> Respond to specific information about familiar objects and routines.</li> </ul>
<p><a href="#">LA.2.5.2.2:</a></p>	<p>The student will begin to use language appropriate for different occasions, audiences, and topics;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.5.2.In.b:</a> Use language appropriate for different occasions and topics.</li> <li>• <a href="#">LA.2.5.2.Su.b:</a> Use language appropriate for familiar occasions and topics.</li> <li>• <a href="#">LA.2.5.2.Pa.b:</a> Begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing, needs).</li> </ul>
<p><a href="#">LA.2.5.2.3:</a></p>	<p>The student will use increasingly complex language patterns and sentence structure when communicating; and</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.5.2.In.c</a>: Use sentences to express complete thoughts and respond to questions.</li> <li>• <a href="#">LA.2.5.2.Su.c</a>: Respond to familiar greetings and questions in complete sentences.</li> <li>• <a href="#">LA.2.5.2.Pa.b</a>: Begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing, needs).</li> </ul>
<p><a href="#">LA.2.5.2.4:</a></p>	<p>The student will listen politely to oral presentations by classmates.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.5.2.In.d</a>: Listen attentively to oral presentations by classmates.</li> <li>• <a href="#">LA.2.5.2.Su.d</a>: Listen attentively to oral presentations (e.g., songs, stories, messages).</li> <li>• <a href="#">LA.2.5.2.Pa.c</a>: Respond purposefully to language used in daily group activities.</li> </ul>
<p><a href="#">LA.2.6.1.1:</a></p>	<p>The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.1.In.a</a>: Listen and gain information from read-aloud text (e.g., directions, content, signs) to perform tasks and answer literal questions.</li> <li>• <a href="#">LA.2.6.1.Su.a</a>: Use information in pictures and symbols to perform tasks.</li> <li>• <a href="#">LA.2.6.1.Pa.a</a>: Respond to pictures of persons, objects, or actions associated with daily activities.</li> </ul>
<p><a href="#">LA.2.6.2.1:</a></p>	<p>The student will generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.2.In.a</a>: Ask questions about a topic or event and select relevant materials (e.g., pictures, signs, nonfiction read-aloud text).</li> <li>• <a href="#">LA.2.6.2.Su.a</a>: Ask questions about a person or object and select teacher-recommended materials (e.g., concrete objects, pictures).</li> <li>• <a href="#">LA.2.6.2.Pa.a</a>: Select a familiar object to explore.</li> </ul>
<p><a href="#">LA.2.6.2.2:</a></p>	<p>The student will select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.2.In.b</a>: use materials (e.g., pictures, nonfiction read-aloud books) to gather information to answer questions.</li> <li>• <a href="#">LA.2.6.2.Su.b</a>: Use concrete objects and pictures to gather information to answer questions.</li> <li>• <a href="#">LA.2.6.2.Pa.b</a>: Explore and interact with the selected object.</li> </ul>
<p><a href="#">LA.2.6.2.3:</a></p>	<p>The student will analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.2.In.c</a>: Communicate responses to questions in written or visual format (e.g., pictures or dictated words, statements).</li> <li>• <a href="#">LA.2.6.2.Su.c</a>: Orally communicate responses to questions.</li> <li>• <a href="#">LA.2.6.2.Pa.c</a>: Communicate about the selected object using nonverbal expression gestures/signs, pictures, symbols, or words.</li> </ul>
<p><a href="#">LA.2.6.2.4:</a></p>	<p>The student will record the authors and titles of works.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.2.In.d</a>: Identify titles and authors of familiar books.</li> <li>• <a href="#">LA.2.6.2.Su.d</a>: Identify authors of familiar books.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.2.Pa.d</a>: Recognize familiar books and print material.</li> </ul>
<a href="#">LA.2.6.3.1</a> :	<p>The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.3.In.a</a>: Identify feelings suggested by nonprint media (e.g., graphics, music).</li> <li>• <a href="#">LA.2.6.3.Su.a</a>: Recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music).</li> <li>• <a href="#">LA.2.6.3.Pa.a</a>: Respond to familiar nonprint media (e.g., videos, music).</li> </ul>
<a href="#">LA.2.6.3.2</a> :	<p>The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.3.In.b</a>: Identify two types of mass communication (e.g., television, radio, newspaper).</li> <li>• <a href="#">LA.2.6.3.Su.b</a>: Identify one type of mass communication (e.g., television, radio, newspaper).</li> <li>• <a href="#">LA.2.6.3.Pa.b</a>: Respond to one familiar type of mass communication (e.g., television, radio).</li> </ul>
<a href="#">LA.2.6.4.1</a> :	<p>The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.2.6.4.In.a</a>: Use technology resources (e.g., interactive books, software, hardware) to support learning.</li> <li>• <a href="#">LA.2.6.4.Su.a</a>: Use technology resources (e.g., interactive books, software, hardware) to support learning.</li> <li>• <a href="#">LA.2.6.4.Pa.a</a>: Use technology resources to support learning.</li> </ul>
<a href="#">LA.2.6.4.2</a> :	<p>The student will use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and</p>

stories.

**Access Points:**

- [LA.2.6.4.In.b](#): Use digital tools (e.g., writing, drawing software) to produce pictures, letters, words).
- [LA.2.6.4.Su.b](#): Use digital tools (e.g., writing, drawing software) to produce pictures, letters.
- [LA.2.6.4.Pa.b](#): Use an input device (e.g., keyboard, switches joystick) to interact with a technology resource.



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# Course: 7710012 Access Language Arts - Grade 1

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## BASIC INFORMATION

<b>Course Number:</b>	7710012
<b>Course Title:</b>	Access Language Arts - Grade 1
<b>Course Abbreviated Title:</b>	Access Language Arts - Grade 1
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Elementary » <b>Subject:</b> Academics - Subject Areas »
<b>Number of Credits:</b>	NA
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved

## RELATED ACCESS POINTS: Independent(68) Supported(60) Participatory(47)

<b><a href="#">LA.1.1.1.1:</a></b>	<p>The student will locate the title, table of contents, names of author and illustrator, glossary, and index; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <b><a href="#">LA.1.1.1.In.a:</a></b> Locate the title of a book.</li><li>• <b><a href="#">LA.1.1.1.In.b:</a></b> Identify print, not a picture, as carrying the message or story.</li><li>• <b><a href="#">LA.1.1.1.In.c:</a></b> Match print to speech.</li><li>• <b><a href="#">LA.1.1.1.Su.b:</a></b> Identify familiar books by their covers.</li><li>• <b><a href="#">LA.1.1.1.Su.c:</a></b> Turn pages front to back.</li></ul>
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	<ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.1.Pa.b</a>: Recognize if a book is upside down or backwards.</li> <li>• <a href="#">LA.1.1.1.Pa.c</a>: Respond to the book cover or illustrations in a familiar story.</li> </ul>
<a href="#">LA.1.1.1.2:</a>	<p>The student will distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.1.In.d</a>: Distinguish letters from words.</li> <li>• <a href="#">LA.1.1.1.In.e</a>: Identify where to begin reading and move from top to bottom and left to right.</li> <li>• <a href="#">LA.1.1.1.In.f</a>: Name 15 or more upper case and lower case letters of the alphabet.</li> <li>• <a href="#">LA.1.1.1.Su.a</a>: Recognize that sentences are made of separate words.</li> <li>• <a href="#">LA.1.1.1.Su.d</a>: Name 7 or more letters of the alphabet and identify whether a letter is upper or lower case.</li> <li>• <a href="#">LA.1.1.1.Pa.a</a>: Attend to print materials by touching, looking, or listening.</li> </ul>
<a href="#">LA.1.1.3.1:</a>	<p>The student will identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.3.In.a</a>: Identify, blend, and segment syllables and onset and rime in words.</li> <li>• <a href="#">LA.1.1.3.Su.c</a>: Identify whether words and environmental sounds are the same or different.</li> <li>• <a href="#">LA.1.1.3.Pa.a</a>: Imitate sounds or rhythm in familiar songs or rhymes.</li> <li>• <a href="#">LA.1.1.3.Pa.b</a>: Respond to environmental sounds.</li> </ul>
<a href="#">LA.1.1.3.2:</a>	<p>The student will blend three to five phonemes to form words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.3.In.b</a>: Recognize and produce words that rhyme.</li> <li>• <a href="#">LA.1.1.3.Su.a</a>: Identify words that rhyme.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.3.Pa.c</a>: Associate particular sounds with familiar stories, songs rhymes.</li> </ul>
<a href="#">LA.1.1.3.3:</a>	<p>The student will segment single syllable words into individual phonemes; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.3.In.c</a>: Identify the initial sound in one-syllable words.</li> <li>• <a href="#">LA.1.1.3.Su.b</a>: Segment auditory sentences into individual words.</li> <li>• <a href="#">LA.1.1.3.Pa.d</a>: Respond to spoken words in familiar stories, songs, and rhymes.</li> </ul>
<a href="#">LA.1.1.3.4:</a>	<p>The student will manipulate individual phonemes to create new words through addition, deletion, and substitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.3.In.d</a>: Identify and blend phonemes in selected VC and CVC words.</li> <li>• <a href="#">LA.1.1.3.Su.b</a>: Segment auditory sentences into individual words.</li> <li>• <a href="#">LA.1.1.3.Pa.d</a>: Respond to spoken words in familiar stories, songs, and rhymes.</li> </ul>
<a href="#">LA.1.1.4.1:</a>	<p>The student will generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blend those sounds into words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.In.a</a>: Produce the most common sounds associated with ten or more letters.</li> <li>• <a href="#">LA.1.1.4.Su.a</a>: Recognize that print represents spoken words.</li> <li>• <a href="#">LA.1.1.4.Pa.a</a>: Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</li> </ul>
<a href="#">LA.1.1.4.2:</a>	<p>The student will identify the sounds of vowels and consonant</p>

	<p>digraphs in printed words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.In.a</a>: Produce the most common sounds associated with ten or more letters.</li> <li>• <a href="#">LA.1.1.4.Su.a</a>: Recognize that print represents spoken words.</li> <li>• <a href="#">LA.1.1.4.Pa.a</a>: Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</li> </ul>
<p><a href="#">LA.1.1.4.3:</a></p>	<p>The student will decode words with r-controlled letter-sound associations;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.In.b</a>: Identify the first letter and sound in one-syllable words.</li> <li>• <a href="#">LA.1.1.4.Su.d</a>: Identify the initial sound in own first name and familiar words.</li> <li>• <a href="#">LA.1.1.4.Pa.a</a>: Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</li> </ul>
<p><a href="#">LA.1.1.4.4:</a></p>	<p>The student will decode words from common word families;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.In.a</a>: Produce the most common sounds associated with ten or more letters.</li> <li>• <a href="#">LA.1.1.4.Su.d</a>: Identify the initial sound in own first name and familiar words.</li> <li>• <a href="#">LA.1.1.4.Pa.a</a>: Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</li> </ul>
<p><a href="#">LA.1.1.4.5:</a></p>	<p>The student will recognize high frequency words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.In.b</a>: Identify the first letter and sound in one-syllable words.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.Su.c</a>: Identify own first name in print.</li> <li>• <a href="#">LA.1.1.4.Pa.a</a>: Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</li> </ul>
<a href="#">LA.1.1.4.6:</a>	<p>The student will identify common, irregular words, compound words, and contractions;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.In.b</a>: Identify the first letter and sound in one-syllable words.</li> <li>• <a href="#">LA.1.1.4.Su.b</a>: Identify informational logos and symbols with words in the environment.</li> <li>• <a href="#">LA.1.1.4.Pa.a</a>: Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</li> </ul>
<a href="#">LA.1.1.4.7:</a>	<p>The student will decode base words and inflectional endings; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.In.c</a>: Blend sounds to decode VC and CVC words.</li> <li>• <a href="#">LA.1.1.4.Su.d</a>: Identify the initial sound in own first name and familiar words.</li> <li>• <a href="#">LA.1.1.4.Pa.a</a>: Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</li> </ul>
<a href="#">LA.1.1.4.8:</a>	<p>The student will use self-correction when subsequent reading indicates an earlier misreading.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.4.In.c</a>: Blend sounds to decode VC and CVC words.</li> <li>• <a href="#">LA.1.1.4.Su.d</a>: Identify the initial sound in own first name and familiar words.</li> <li>• <a href="#">LA.1.1.4.Pa.a</a>: Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</li> </ul>



<p><a href="#"><u>LA.1.1.5.1:</u></a></p>	<p>The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.1.5.In.a:</u></a> Name ten or more letters and produce their sounds.</li> <li>• <a href="#"><u>LA.1.1.5.Su.a:</u></a> Name five or more letters.</li> <li>• <a href="#"><u>LA.1.1.5.Pa.a:</u></a> Respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes, and routines.</li> </ul>
<p><a href="#"><u>LA.1.1.5.2:</u></a></p>	<p>The student will recognize high frequency and familiar words in isolation and in context; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.1.5.In.b:</u></a> Read two or more words.</li> <li>• <a href="#"><u>LA.1.1.5.Su.a:</u></a> Name five or more letters.</li> <li>• <a href="#"><u>LA.1.1.5.Pa.a:</u></a> Respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes, and routines.</li> </ul>
<p><a href="#"><u>LA.1.1.5.3:</u></a></p>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.1.5.In.b:</u></a> Read two or more words.</li> <li>• <a href="#"><u>LA.1.1.5.Su.a:</u></a> Name five or more letters.</li> <li>• <a href="#"><u>LA.1.1.5.Pa.b:</u></a> Request continuation of a familiar story, song, or rhyme when it has been interrupted.</li> </ul>
<p><a href="#"><u>LA.1.1.6.1:</u></a></p>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.1.6.In.a:</u></a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#"><u>LA.1.1.6.Su.a:</u></a> Use new vocabulary that is introduced and</li> </ul>

	<p>taught directly.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.Pa.a</a>: Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.1.1.6.2</a>:</p>	<p>The student will listen to, read, and discuss both familiar and conceptually challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.b</a>: Listen to and talk about stories.</li> <li>• <a href="#">LA.1.1.6.Su.b</a>: Listen to and interact with stories.</li> <li>• <a href="#">LA.1.1.6.Pa.b</a>: Listen and respond to familiar stories.</li> </ul>
<p><a href="#">LA.1.1.6.3</a>:</p>	<p>The student will use context clues;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.c</a>: Identify and describe pictures of persons, objects, actions, and settings in familiar activities.</li> <li>• <a href="#">LA.1.1.6.Su.c</a>: Identify pictures of persons, objects, actions, and settings in familiar activities.</li> <li>• <a href="#">LA.1.1.6.Pa.d</a>: Match familiar objects to tasks in routines.</li> </ul>
<p><a href="#">LA.1.1.6.4</a>:</p>	<p>The student will categorize key vocabulary and identify salient features;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.d</a>: Sort common objects into categories.</li> <li>• <a href="#">LA.1.1.6.Su.d</a>: Use pictures to identify meaning of unknown symbols and words.</li> <li>• <a href="#">LA.1.1.6.Pa.d</a>: Match familiar objects to tasks in routines.</li> </ul>
<p><a href="#">LA.1.1.6.5</a>:</p>	<p>The student will relate new vocabulary to prior knowledge;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.e</a>: Relate new vocabulary to familiar words.</li> <li>• <a href="#">LA.1.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1.1.6.Pa.c</a>: Respond to names of familiar persons and</li> </ul>

	objects in routines.
<a href="#">LA.1.1.6.6:</a>	<p>The student will identify and sort common words into conceptual categories;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.d</a>: Sort common objects into categories.</li> <li>• <a href="#">LA.1.1.6.Su.d</a>: Use pictures to identify meaning of unknown symbols and words.</li> <li>• <a href="#">LA.1.1.6.Pa.d</a>: Match familiar objects to tasks in routines.</li> </ul>
<a href="#">LA.1.1.6.7:</a>	<p>The student will identify common antonyms and synonyms;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.d</a>: Sort common objects into categories.</li> <li>• <a href="#">LA.1.1.6.Su.d</a>: Use pictures to identify meaning of unknown symbols and words.</li> <li>• <a href="#">LA.1.1.6.Pa.d</a>: Match familiar objects to tasks in routines.</li> </ul>
<a href="#">LA.1.1.6.8:</a>	<p>The student will use meaning of individual words to predict meaning of unknown compound words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.f</a>: Use pictures and symbols to identify meaning of unknown words.</li> <li>• <a href="#">LA.1.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1.1.6.Pa.a</a>: Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.1.1.6.9:</a>	<p>The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.f</a>: Use pictures and symbols to identify meaning of unknown words.</li> <li>• <a href="#">LA.1.1.6.Su.d</a>: Use pictures to identify meaning of unknown</li> </ul>

	<p>symbols and words.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.Pa.d</a>: Match familiar objects to tasks in routines.</li> </ul>
<p><a href="#">LA.1.1.6.10</a>:</p>	<p>The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.6.In.f</a>: Use pictures and symbols to identify meaning of unknown words.</li> <li>• <a href="#">LA.1.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.1.1.6.Pa.a</a>: Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.1.1.7.1</a>:</p>	<p>The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.a</a>: Make predictions about a story using text features (e.g., illustrations, title).</li> <li>• <a href="#">LA.1.1.7.Su.a</a>: Identify familiar characters, objects, or settings pictured in read-aloud stories.</li> <li>• <a href="#">LA.1.1.7.Pa.a</a>: Respond to characters or objects and sound effects in read-aloud stories.</li> </ul>
<p><a href="#">LA.1.1.7.2</a>:</p>	<p>The student will use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.a</a>: Make predictions about a story using text features (e.g., illustrations, title).</li> <li>• <a href="#">LA.1.1.7.Su.b</a>: Identify details in familiar pictures and read-aloud text.</li> <li>• <a href="#">LA.1.1.7.Pa.c</a>: Respond to events in familiar read-aloud stories.</li> </ul>

<p><a href="#">LA.1.1.7.3:</a></p>	<p>The student will retell the main idea or essential message;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.b:</a> Identify details in pictures and reading aloud text.</li> <li>• <a href="#">LA.1.1.7.Su.b:</a> Identify details in familiar pictures and read-aloud text.</li> <li>• <a href="#">LA.1.1.7.Pa.b:</a> Respond to a referent object or pictures used in routines.</li> </ul>
<p><a href="#">LA.1.1.7.4:</a></p>	<p>The student will identify supporting details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.c:</a> Identify characters, objects, actions, events, and settings in familiar read-aloud stories and pictures.</li> <li>• <a href="#">LA.1.1.7.Su.d:</a> Identify actions pictured in familiar read-aloud stories.</li> <li>• <a href="#">LA.1.1.7.Pa.b:</a> Respond to a referent object or pictures used in routines.</li> </ul>
<p><a href="#">LA.1.1.7.5:</a></p>	<p>The student will distinguish fact from fiction and cause from effect;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.d:</a> Determine if a story could be real or make believe.</li> <li>• <a href="#">LA.1.1.7.Su.c:</a> Distinguish between real and model objects.</li> <li>• <a href="#">LA.1.1.7.Pa.c:</a> Respond to events in familiar read-aloud stories.</li> </ul>
<p><a href="#">LA.1.1.7.6:</a></p>	<p>The student will arrange events in sequence;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.b:</a> Identify details in pictures and reading aloud text.</li> <li>• <a href="#">LA.1.1.7.Su.d:</a> Identify actions pictured in familiar read-aloud stories.</li> <li>• <a href="#">LA.1.1.7.Pa.b:</a> Respond to a referent object or pictures used</li> </ul>

	<p>in routines.</p>
<p><a href="#">LA.1.1.7.7:</a></p>	<p>The student will identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.e</a>: Identify similarities and differences between characters and actions in read-aloud stories.</li> <li>• <a href="#">LA.1.1.7.Su.e</a>: Identify differences between characters in read-aloud stories.</li> <li>• <a href="#">LA.1.1.7.Pa.b</a>: Respond to a referent object or pictures used in routines.</li> </ul>
<p><a href="#">LA.1.1.7.8:</a></p>	<p>The student will identify the authors purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.f</a>: Identify important details (e.g., who, what, where) that relate to the author's purpose in read-aloud stories.</li> <li>• <a href="#">LA.1.1.7.Su.f</a>: Identify the author's purpose in read-aloud stories by answering literal yes/no questions about characters and settings.</li> <li>• <a href="#">LA.1.1.7.Pa.d</a>: Seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities with prompting.</li> </ul>
<p><a href="#">LA.1.1.7.9:</a></p>	<p>The student will self monitor comprehension and reread when necessary.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.1.7.In.g</a>: Use strategies to repair comprehension, including but not limited to connecting characters, objects, actions, and settings in read-aloud stories to life experiences.</li> <li>• <a href="#">LA.1.1.7.Su.g</a>: Use strategies to repair comprehension, including but not limited to connecting characters and settings in read-aloud stories to life experiences.</li> <li>• <a href="#">LA.1.1.7.Pa.d</a>: Seek assistance to clarify the meaning of</li> </ul>

	<p>pictures, symbols, or words in daily classroom activates with prompting.</p>
<p><a href="#">LA.1.2.1.1:</a></p>	<p>The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.1.In.a:</a> Identify various literary forms (e.g., picture books, poetry, fairy tales, predictable books).</li> <li>• <a href="#">LA.1.2.1.Su.a:</a> Recognize familiar literary forms (e.g., picture books, poetry).</li> <li>• <a href="#">LA.1.2.1.Pa.a:</a> Respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry).</li> </ul>
<p><a href="#">LA.1.2.1.2:</a></p>	<p>The student will retell the main events (e.g., beginning, middle, end) in a story;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.1.In.b:</a> Identify main events or actions of read in characters in familiar read-aloud stories.</li> <li>• <a href="#">LA.1.2.1.Su.b:</a> Identify pictures of events in familiar read-aloud stories.</li> <li>• <a href="#">LA.1.2.1.Pa.a:</a> Respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry).</li> </ul>
<p><a href="#">LA.1.2.1.3:</a></p>	<p>The student will identify the characters and settings in a story;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.1.In.c:</a> Identify characters and settings in familiar read-aloud stories.</li> <li>• <a href="#">LA.1.2.1.Su.c:</a> Identify characters pictured in familiar read-aloud stories.</li> <li>• <a href="#">LA.1.2.1.Pa.a:</a> Respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry).</li> </ul>
<p><a href="#">LA.1.2.1.4:</a></p>	<p>The student will identify rhyme, rhythm, alliteration, and patterned structures in poems for children;</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.1.In.d</a>: Identify rhyme, rhythm, and word patterns in read-aloud poetry and songs.</li> <li>• <a href="#">LA.1.2.1.Su.d</a>: Imitate rhythm and rhyming words in read-aloud poetry and songs.</li> <li>• <a href="#">LA.1.2.1.Pa.b</a>: Respond to rhythm and rhyme in familiar poetry or songs.</li> </ul>
<p><a href="#">LA.1.2.1.5</a>:</p>	<p>The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.1.In.e</a>: Respond to read-aloud stories by contributing to a group discussion and identifying characters, actions objects, settings or events and connecting to life experiences.</li> <li>• <a href="#">LA.1.2.1.Su.e</a>: Respond to read-aloud stories by contributing to a discussion and identifying familiar characters objects, events, or setting and connecting to life experiences.</li> <li>• <a href="#">LA.1.2.1.Pa.c</a>: Use nonverbal expression or gestures/ signs, pictures, symbols, or words to respond to familiar read-aloud stories by identifying characters, objects, or events.</li> </ul>
<p><a href="#">LA.1.2.1.6</a>:</p>	<p>The student will select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.1.In.f</a>: Select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge.</li> <li>• <a href="#">LA.1.2.1.Su.f</a>: Select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge.</li> <li>• <a href="#">LA.1.2.1.Pa.d</a>: Select read-aloud stories, songs, and poems, based on interest and teacher recommendations, to begin</li> </ul>



	building a core base of knowledge.
<a href="#">LA.1.2.2.1:</a>	<p>The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.2.In.a:</a> Identify details in read-aloud informational text using text features (e.g., illustrations, signs).</li> <li>• <a href="#">LA.1.2.2.Su.a:</a> Identify details in familiar pictures and read-aloud informational text.</li> <li>• <a href="#">LA.1.2.2.Pa.a:</a> Recognize persons and objects associated with routines.</li> </ul>
<a href="#">LA.1.2.2.2:</a>	<p>The student will select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.2.In.b:</a> Select and listen to a variety of nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge.</li> <li>• <a href="#">LA.1.2.2.Su.b:</a> Select and listen to a variety of nonfiction materials based on interest and teacher recommendations, to begin building a core base of knowledge. -</li> <li>• <a href="#">LA.1.2.2.Pa.b:</a> Attend to read-aloud nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge.</li> </ul>
<a href="#">LA.1.2.2.3:</a>	<p>The student will organize information found in nonfiction text through charting, listing, mapping, or summarizing.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.2.2.In.a:</a> Identify details in read-aloud informational text using text features (e.g., illustrations, signs).</li> <li>• <a href="#">LA.1.2.2.Su.a:</a> Identify details in familiar pictures and read-aloud informational text.</li> <li>• <a href="#">LA.1.2.2.Pa.a:</a> Recognize persons and objects associated with</li> </ul>

	routines.
<p><a href="#">LA.1.3.1.1:</a></p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.1.In.a:</a> Generate ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions.</li> <li>• <a href="#">LA.1.3.1.Su.a:</a> Generate ideas for pictures that tell a story by selecting familiar persons or objects.</li> <li>• <a href="#">LA.1.3.1.Pa.a:</a> Associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).</li> </ul>
<p><a href="#">LA.1.3.1.2:</a></p>	<p>The student will prewrite by discussing the purpose for a writing piece; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.1.In.a:</a> Generate ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions.</li> <li>• <a href="#">LA.1.3.1.Su.a:</a> Generate ideas for pictures that tell a story by selecting familiar persons or objects.</li> <li>• <a href="#">LA.1.3.1.Pa.a:</a> Associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).</li> </ul>
<p><a href="#">LA.1.3.1.3:</a></p>	<p>The student will prewrite by organizing ideas using simple webs, maps, or lists.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.1.In.a:</a> Generate ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions.</li> <li>• <a href="#">LA.1.3.1.Su.a:</a> Generate ideas for pictures that tell a story by selecting familiar persons or objects.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.1.Pa.a</a>: Associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).</li> </ul>
<a href="#">LA.1.3.2.1:</a>	<p>The student will draft writing by maintaining focus on a single idea using supporting details; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.2.In.a</a>: Create a picture.</li> <li>• <a href="#">LA.1.3.2.Su.a</a>: Select or create a picture that tells a story.</li> <li>• <a href="#">LA.1.3.2.Pa.a</a>: Make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, or voice.</li> </ul>
<a href="#">LA.1.3.2.2:</a>	<p>The student will draft writing by organizing details into a logical sequence that has a beginning, middle, and end.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.2.In.b</a>: Dictate words and phrases that tell a story or describe the picture.</li> <li>• <a href="#">LA.1.3.2.Su.b</a>: Dictate labels for the picture.</li> <li>• <a href="#">LA.1.3.2.Pa.a</a>: Make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, or voice.</li> </ul>
<a href="#">LA.1.3.3.1:</a>	<p>The student will revise by evaluating the draft for logical thinking and marking out repetitive text; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.3.In.a</a>: Review the picture and dictation.</li> <li>• <a href="#">LA.1.3.3.Su.a</a>: Review the picture and dictation.</li> <li>• <a href="#">LA.1.3.3.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<a href="#">LA.1.3.3.2:</a>	<p>The student will revise by creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general</p>

	<p>words with specific words.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.3.In.b</a>: Add details to the picture or dictation with prompting.</li> <li>• <a href="#">LA.1.3.3.In.c</a>: Copy dictated words and phrases.</li> <li>• <a href="#">LA.1.3.3.Su.b</a>: Add to the picture or dictation with prompting.</li> <li>• <a href="#">LA.1.3.3.Su.c</a>: Copy the dictated labels.</li> <li>• <a href="#">LA.1.3.3.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.1.3.4.1:</a></p>	<p>The student will edit for correct use of common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.4.In.a</a>: Use left to right progression.</li> <li>• <a href="#">LA.1.3.4.Su.a</a>: Copy some letters in dictated words.</li> <li>• <a href="#">LA.1.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.1.3.4.2:</a></p>	<p>The student will edit for correct use of capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.4.In.b</a>: Use sequencing of letters in words.</li> <li>• <a href="#">LA.1.3.4.Su.a</a>: Copy some letters in dictated words.</li> <li>• <a href="#">LA.1.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.1.3.4.3:</a></p>	<p>The student will edit for correct use of commas in dates, items in a series;</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.4.In.a</a>: Use left to right progression.</li> <li>• <a href="#">LA.1.3.4.Su.a</a>: Copy some letters in dictated words.</li> <li>• <a href="#">LA.1.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.1.3.4.4:</a></p>	<p>The student will edit for correct use of singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/mine, his/her, hers);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.4.In.a</a>: Use left to right progression.</li> <li>• <a href="#">LA.1.3.4.Su.a</a>: Copy some letters in dictated words.</li> <li>• <a href="#">LA.1.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.1.3.4.5:</a></p>	<p>The student will edit for correct use of subject and verb agreement in simple sentences; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.4.In.a</a>: Use left to right progression.</li> <li>• <a href="#">LA.1.3.4.Su.a</a>: Copy some letters in dictated words.</li> <li>• <a href="#">LA.1.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>
<p><a href="#">LA.1.3.4.6:</a></p>	<p>The student will edit for correct use of end punctuation for sentences, including periods, question marks, and exclamation points.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.3.4.In.c</a>: Use capitalization of own first name.</li> <li>• <a href="#">LA.1.3.4.Su.a</a>: Copy some letters in dictated words.</li> <li>• <a href="#">LA.1.3.4.Pa.a</a>: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.</li> </ul>

<p><a href="#"><u>LA.1.3.5.1:</u></a></p>	<p>The student will produce, illustrate, and share a variety of compositions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.3.5.In.a:</u></a> Produce and share pictures with descriptions or stories.</li> <li>• <a href="#"><u>LA.1.3.5.Su.a:</u></a> Produce and share pictures with labels.</li> <li>• <a href="#"><u>LA.1.3.5.Pa.a:</u></a> Effectively communicate wants and needs with prompting of familiar persons.</li> </ul>
<p><a href="#"><u>LA.1.4.1.1:</u></a></p>	<p>The student will write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.4.1.In.a:</u></a> Create pictures that tell a story and will dictated words and phrases.</li> <li>• <a href="#"><u>LA.1.4.1.Su.a:</u></a> Create pictures that tell a story about familiar persons or objects with dictated labels.</li> <li>• <a href="#"><u>LA.1.4.1.Pa.a:</u></a> Communicate recognition of familiar persons or objects.</li> </ul>
<p><a href="#"><u>LA.1.4.1.2:</u></a></p>	<p>The student will participate in writing simple stories, poems, rhymes, or song lyrics.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.4.1.In.b:</u></a> Contribute to group writing of simple rhymes.</li> <li>• <a href="#"><u>LA.1.4.1.Su.b:</u></a> Contribute to group recitation of familiar rhymes, songs, or chants.</li> <li>• <a href="#"><u>LA.1.4.1.Pa.b:</u></a> Respond to rhythm and rhyme in familiar poems, rhymes or songs.</li> </ul>
<p><a href="#"><u>LA.1.4.2.1:</u></a></p>	<p>The student will write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.4.2.In.a:</u></a> Contribute to group recording of expository information (e.g., labels, lists, observations) by creating</li> </ul>

	<p>pictures and dictating words and phrases.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.4.2.Su.a</a>: Contribute to group recording of expository information by creating pictures and dictating labels or lists.</li> <li>• <a href="#">LA.1.4.2.Pa.a</a>: Communicate recognition of familiar persons, actions or objects associated with routines.</li> </ul>
<p><a href="#">LA.1.4.2.2:</a></p>	<p>The student will participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.4.2.In.a</a>: Contribute to group recording of expository information (e.g., labels, lists, observations) by creating pictures and dictating words and phrases.</li> <li>• <a href="#">LA.1.4.2.Su.a</a>: Contribute to group recording of expository information by creating pictures and dictating labels or lists.</li> <li>• <a href="#">LA.1.4.2.Pa.a</a>: Communicate recognition of familiar persons, actions or objects associated with routines.</li> </ul>
<p><a href="#">LA.1.4.2.3:</a></p>	<p>The student will write an informational/expository paragraph that contains a topic sentence and at least three details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.4.2.In.c</a>: Produce functional text (e.g., one-step picture instructions with dictated words, phrases).</li> <li>• <a href="#">LA.1.4.2.Su.c</a>: Contribute to group writing of functional text (e.g., pictures of one-step instructions in routines).</li> <li>• <a href="#">LA.1.4.2.Pa.b</a>: Respond to informational materials.</li> </ul>
<p><a href="#">LA.1.4.2.4:</a></p>	<p>The student will write basic communications, including friendly letters and thank-you notes; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.4.2.In.b</a>: Contribute to group writing of thank you notes and messages using picture stories with dictated words and phrases.</li> <li>• <a href="#">LA.1.4.2.Su.b</a>: Contribute to group writing of friendly messages and thank-you notes.</li> <li>• <a href="#">LA.1.4.2.Pa.c</a>: Express wants and needs.</li> </ul>

<p><a href="#"><u>LA.1.4.2.5:</u></a></p>	<p>The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.4.2.In.c:</u></a> Produce functional text (e.g., one-step picture instructions with dictated words, phrases).</li> <li>• <a href="#"><u>LA.1.4.2.Su.c:</u></a> Contribute to group writing of functional text (e.g., pictures of one-step instructions in routines).</li> <li>• <a href="#"><u>LA.1.4.2.Pa.b:</u></a> Respond to informational materials.</li> </ul>
<p><a href="#"><u>LA.1.4.3.1:</u></a></p>	<p>The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.4.3.In.a:</u></a> Choose a favorite item and tell what he or she likes about it.</li> <li>• <a href="#"><u>LA.1.4.3.Su.a:</u></a> Choose a favorite item and tell about it.</li> <li>• <a href="#"><u>LA.1.4.3.Pa.a:</u></a> Communicate recognition of familiar persons or object associated with routines to express wants and needs.</li> </ul>
<p><a href="#"><u>LA.1.5.1.1:</u></a></p>	<p>The student will write numbers and uppercase and lowercase letters using left to right sequencing; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.5.1.In.a:</u></a> Write first name and copy letters and words from left to right with a visual cue.</li> <li>• <a href="#"><u>LA.1.5.1.Su.a:</u></a> Writes lines, circles, and some letters.</li> <li>• <a href="#"><u>LA.1.5.1.Pa.a:</u></a> Use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.</li> </ul>
<p><a href="#"><u>LA.1.5.1.2:</u></a></p>	<p>The student will use appropriate spacing between letters, words, and sentences.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.1.5.1.In.b:</u></a> Use appropriate spacing between letters and words.</li> </ul>



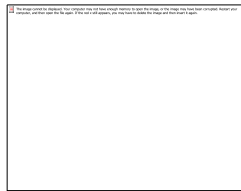
	<ul style="list-style-type: none"> <li>• <a href="#">LA.1.5.1.Su.a</a>: Writes lines, circles, and some letters.</li> <li>• <a href="#">LA.1.5.1.Pa.a</a>: Use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.</li> </ul>
<p><a href="#">LA.1.5.2.1:</a></p>	<p>The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.5.2.In.a</a>: Listen for informative purposes (e.g., following one-step directions, following classroom rules).</li> <li>• <a href="#">LA.1.5.2.Su.a</a>: Listen for informative purposes (e.g., following one-step directions).</li> <li>• <a href="#">LA.1.5.2.Pa.a</a>: Listen for informative purposes (e.g., following prompts, cues).</li> </ul>
<p><a href="#">LA.1.5.2.2:</a></p>	<p>The student will retell specific details of information heard;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.5.2.In.b</a>: Answer literal questions about information heard.</li> <li>• <a href="#">LA.1.5.2.Su.b</a>: Answer literal yes/no questions about information heard.</li> <li>• <a href="#">LA.1.5.2.Pa.b</a>: Listen to read-aloud stories.</li> </ul>
<p><a href="#">LA.1.5.2.3:</a></p>	<p>The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.5.2.In.c</a>: Listen attentively to read-aloud stories and poems.</li> <li>• <a href="#">LA.1.5.2.Su.c</a>: Listen attentively to read-aloud stories and poems.</li> <li>• <a href="#">LA.1.5.2.Pa.c</a>: Respond to oral language greetings and prompts from familiar persons in routines.</li> </ul>

<p><a href="#">LA.1.5.2.4:</a></p>	<p>The student will use formal and informal language appropriately;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.5.2.In.d</a>: Identify oral language and courteous greetings appropriate to specified settings.</li> <li>• <a href="#">LA.1.5.2.Su.d</a>: Recognize oral language and courteous greetings used with classmates and adults.</li> <li>• <a href="#">LA.1.5.2.Pa.d</a>: Attend to communicate from familiar persons (e.g., turn toward speaker to look at speaker, change facial expression).</li> </ul>
<p><a href="#">LA.1.5.2.5:</a></p>	<p>The student will communicate effectively when relating experiences and retelling stories read and heard; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.5.2.In.e</a>: Communicate effectively about experiences and stories.</li> <li>• <a href="#">LA.1.5.2.Su.e</a>: Communicate effectively about familiar experiences and stories.</li> <li>• <a href="#">LA.1.5.2.Pa.d</a>: Attend to communicate from familiar persons (e.g., turn toward speaker to look at speaker, change facial expression).</li> </ul>
<p><a href="#">LA.1.5.2.6:</a></p>	<p>The student will participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.5.2.In.f</a>: Use basic conversation strategies (e.g., facing the speaker, not talking while others are speaking, taking turns).</li> <li>• <a href="#">LA.1.5.2.Su.f</a>: Use basic conversation strategies (e.g., facing the speaker, not talking while others are speaking).</li> <li>• <a href="#">LA.1.5.2.Pa.d</a>: Attend to communicate from familiar persons (e.g., turn toward speaker to look at speaker, change facial expression).</li> </ul>
<p><a href="#">LA.1.6.1.1:</a></p>	<p>The student will locate specific information by using words in</p>

	<p>organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.6.1.In.a</a>: Locate specific information in pictures, symbols, and environmental print.</li> <li>• <a href="#">LA.1.6.1.Su.a</a>: Locate information in familiar pictures or objects.</li> <li>• <a href="#">LA.1.6.1.Pa.a</a>: Recognize familiar persons and objects associated with routines.</li> </ul>
<p><a href="#">LA.1.6.2.1</a>:</p>	<p>The student will formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.6.2.In.a</a>: Ask questions about a topic and gather information from simple materials (e.g., pictures, environmental print and symbols, read-aloud text).</li> <li>• <a href="#">LA.1.6.2.Su.a</a>: Ask questions about a familiar person or object and gather information from pictures.</li> <li>• <a href="#">LA.1.6.2.Pa.a</a>: Communicate recognition of familiar persons, actions, or objects associated with routines.</li> </ul>
<p><a href="#">LA.1.6.2.2</a>:</p>	<p>The student will use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.6.2.In.b</a>: Record answers to questions about a topic using dictation and pictures.</li> <li>• <a href="#">LA.1.6.2.Su.b</a>: Orally answer questions about a familiar person or object.</li> <li>• <a href="#">LA.1.6.2.Pa.b</a>: Respond to actions from familiar persons or objects associated with routines.</li> </ul>
<p><a href="#">LA.1.6.2.3</a>:</p>	<p>The student will write a simple report with a title and three facts, using informational sources; and</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.6.2.In.c</a>: Contribute to a simple report by creating informational pictures and dictating words and phrases.</li> <li>• <a href="#">LA.1.6.2.Su.c</a>: Contribute to a simple report by creating pictures with dictated labels.</li> <li>• <a href="#">LA.1.6.2.Pa.b</a>: Respond to actions from familiar persons or objects associated with routines.</li> </ul>
<p><a href="#">LA.1.6.2.4:</a></p>	<p>The student will identify authors, illustrators, or composers with their works.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.6.2.In.d</a>: Recognize that authors and illustrators create books and pictures.</li> <li>• <a href="#">LA.1.6.2.Su.d</a>: Recognize that people who write books are called authors.</li> <li>• <a href="#">LA.1.6.2.Pa.c</a>: Recognize familiar books or print material.</li> </ul>
<p><a href="#">LA.1.6.3.1:</a></p>	<p>The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.6.3.In.a</a>: Identify feelings suggested by familiar nonprint media (e.g., graphics, music).</li> <li>• <a href="#">LA.1.6.3.Su.a</a>: Recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music).</li> <li>• <a href="#">LA.1.6.3.Pa.a</a>: Respond to familiar nonprint media (e.g., videos, music).</li> </ul>
<p><a href="#">LA.1.6.3.2:</a></p>	<p>The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.1.6.3.In.b</a>: Identify two types of mass communication (e.g., television, radio, newspaper).</li> <li>• <a href="#">LA.1.6.3.Su.b</a>: Identify one type of mass communication (e.g., television, radio, newspaper).</li> <li>• <a href="#">LA.1.6.3.Pa.b</a>: Respond to one familiar type of mass</li> </ul>

	communication (e.g., television, radio).
<b><u>LA.1.6.4.1:</u></b>	<p>The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <b><u>LA.1.6.4.In.a:</u></b> Use technology resources (e.g., interactive books, software, hardware) to support learning.</li><li>• <b><u>LA.1.6.4.Su.a:</u></b> Use technology resources (e.g., interactive books, software, hardware) to support learning.</li><li>• <b><u>LA.1.6.4.Pa.a:</u></b> Respond to a technology resource.</li></ul>



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# Course: 7710011 Access Language Arts - Kindergarten

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## BASIC INFORMATION

<b>Course Number:</b>	7710011
<b>Course Title:</b>	Access Language Arts - Kindergarten
<b>Course Abbreviated Title:</b>	Access Language Arts - Kindergarten
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Elementary » <b>Subject:</b> Academics - Subject Areas »
<b>Number of Credits:</b>	NA
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved

## RELATED ACCESS POINTS: Independent(59) Supported(49) Participatory(41)

<a href="#">LA.K.1.1.1:</a>	The student will locate a printed word on a page;  <b>Access Points:</b> <ul style="list-style-type: none"><li>• <a href="#">LA.K.1.1.In.a:</a> Locate a printed word on a page.</li><li>• <a href="#">LA.K.1.1.Su.c:</a> Locate print on a page or in the classroom environment.</li><li>• <a href="#">LA.K.1.1.Pa.b:</a> Identify picture of self.</li></ul>
<a href="#">LA.K.1.1.2:</a>	The student will distinguish letters from words;

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.1.In.b</a>: Recognize that sentences are made of separate words.</li> <li>• <a href="#">LA.K.1.1.Su.d</a>: Identify one letter in own first name.</li> <li>• <a href="#">LA.K.1.1.Pa.b</a>: Identify picture of self.</li> </ul>
<p><a href="#">LA.K.1.1.3</a>:</p>	<p>The student will identify the separate sounds in a spoken sentence;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.1.In.b</a>: Recognize that sentences are made of separate words.</li> <li>• <a href="#">LA.K.1.1.Su.c</a>: Locate print on a page or in the classroom environment.</li> <li>• <a href="#">LA.K.1.1.Pa.a</a>: Respond to a familiar person reading a book aloud.</li> </ul>
<p><a href="#">LA.K.1.1.4</a>:</p>	<p>The student will match print to speech;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.1.In.b</a>: Recognize that sentences are made of separate words.</li> <li>• <a href="#">LA.K.1.1.Su.c</a>: Locate print on a page or in the classroom environment.</li> <li>• <a href="#">LA.K.1.1.Pa.a</a>: Respond to a familiar person reading a book aloud.</li> </ul>
<p><a href="#">LA.K.1.1.5</a>:</p>	<p>The student will identify parts of a book (e.g., front cover, back cover, title page);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.1.In.c</a>: Identify familiar books by their covers.</li> <li>• <a href="#">LA.K.1.1.Su.a</a>: Hold books correctly.</li> <li>• <a href="#">LA.K.1.1.Pa.a</a>: Respond to a familiar person reading a book aloud.</li> </ul>
<p><a href="#">LA.K.1.1.6</a>:</p>	<p>The student will move top to bottom and left to right on the printed</p>

	<p>page; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.1.In.d</a>: Hold books correctly and turn pages one at a time from front to back.</li> <li>• <a href="#">LA.K.1.1.Su.b</a>: Turn pages one at a time in a book.</li> <li>• <a href="#">LA.K.1.1.Pa.a</a>: Respond to a familiar person reading a book aloud.</li> </ul>
<p><a href="#">LA.K.1.1.7:</a></p>	<p>The student will name all upper and lower case letters of the alphabet.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.1.In.e</a>: Name ten or more letters of the alphabet and identify whether a letter is upper or lower case.</li> <li>• <a href="#">LA.K.1.1.Su.d</a>: Identify one letter in own first name.</li> <li>• <a href="#">LA.K.1.1.Pa.b</a>: Identify picture of self.</li> </ul>
<p><a href="#">LA.K.1.2.1:</a></p>	<p>The student will auditory segment sentences into the correct number of words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.2.In.c</a>: Segment auditory sentences into individual words.</li> <li>• <a href="#">LA.K.1.2.Su.a</a>: Identify environmental sounds that are the same.</li> <li>• <a href="#">LA.K.1.2.Pa.b</a>: Respond to environmental sounds.</li> </ul>
<p><a href="#">LA.K.1.2.2:</a></p>	<p>The student will identify, blend, and segment syllables in words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.2.In.d</a>: Orally blend and segment compound words with picture prompts.</li> <li>• <a href="#">LA.K.1.2.Su.a</a>: Identify environmental sounds that are the same.</li> <li>• <a href="#">LA.K.1.2.Pa.b</a>: Respond to environmental sounds.</li> </ul>



<p><a href="#">LA.K.1.2.3:</a></p>	<p>The student will recognize and produce words that rhyme; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.2.In.b:</a> Identify words that rhythm.</li> <li>• <a href="#">LA.K.1.2.Su.b:</a> Identify rhythm words and rhythm in songs and poems.</li> <li>• <a href="#">LA.K.1.2.Pa.a:</a> Respond to rhythm in familiar songs and rhymes.</li> </ul>
<p><a href="#">LA.K.1.2.4:</a></p>	<p>The student will identify, blend, and segment onset and rime.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.2.In.a:</a> Identify words and environmental sounds that are the same or different.</li> <li>• <a href="#">LA.K.1.2.Su.a:</a> Identify environmental sounds that are the same.</li> <li>• <a href="#">LA.K.1.2.Pa.b:</a> Respond to environmental sounds.</li> </ul>
<p><a href="#">LA.K.1.3.1:</a></p>	<p>The student will identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., sat);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.3.In.a:</a> Match familiar spoken words that start with the same sound.</li> <li>• <a href="#">LA.K.1.3.Su.a:</a> Distinguish whether environmental sounds are the same or different.</li> <li>• <a href="#">LA.K.1.3.Pa.a:</a> Respond to own name or other familiar spoken words.</li> </ul>
<p><a href="#">LA.K.1.3.2:</a></p>	<p>The student will blend and segment individual phonemes in simple, one-syllable words; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.3.In.a:</a> Match familiar spoken words that start with the same sound.</li> <li>• <a href="#">LA.K.1.3.Su.a:</a> Distinguish whether environmental sounds are the same or different.</li> <li>• <a href="#">LA.K.1.3.Pa.a:</a> Respond to own name or other familiar spoken</li> </ul>

	words.
<a href="#">LA.K.1.3.3:</a>	<p>The student will manipulate individual phonemes in CVC words through addition, deletion, and substitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.3.In.a</a>: Match familiar spoken words that start with the same sound.</li> <li>• <a href="#">LA.K.1.3.Su.a</a>: Distinguish whether environmental sounds are the same or different.</li> <li>• <a href="#">LA.K.1.3.Pa.a</a>: Respond to own name or other familiar spoken words.</li> </ul>
<a href="#">LA.K.1.4.1:</a>	<p>The student will recognize and recall the one to one correspondence between most letters and sounds; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.4.In.a</a>: Recognize that letters represent sounds.</li> <li>• <a href="#">LA.K.1.4.Su.a</a>: Recognize that words are made of letters.</li> <li>• <a href="#">LA.K.1.4.Pa.a</a>: Respond to spoken words and environmental sounds used as prompts or cues.</li> </ul>
<a href="#">LA.K.1.4.2:</a>	<p>The student will decode simple words in isolation and in context.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.4.In.b</a>: Identify own first and last name in print.</li> <li>• <a href="#">LA.K.1.4.In.c</a>: Identify informational logos or symbols in the environment.</li> <li>• <a href="#">LA.K.1.4.Su.b</a>: Match own first name in print.</li> <li>• <a href="#">LA.K.1.4.Su.c</a>: Identify pictorial logos or symbols in the environment.</li> <li>• <a href="#">LA.K.1.4.Pa.b</a>: Respond to spoken words, gestures/signs, or referent objects in familiar stories, songs, rhymes, and routines.</li> </ul>
<a href="#">LA.K.1.6.1:</a>	<p>The student will use new vocabulary that is introduced and taught directly;</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.6.In.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.K.1.6.Su.a</a>: Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.K.1.6.Pa.a</a>: Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.K.1.6.2</a>:</p>	<p>The student will listen to and discuss both familiar and conceptually challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.6.In.b</a>: Listen to and talk about stories.</li> <li>• <a href="#">LA.K.1.6.Su.b</a>: Listen to and interact with familiar stories.</li> <li>• <a href="#">LA.K.1.6.Pa.b</a>: Listen and respond to familiar stories.</li> </ul>
<p><a href="#">LA.K.1.6.3</a>:</p>	<p>The student will describe common objects and events in both general and specific language;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.6.In.c</a>: Identify and describe persons, objects, and actions in familiar activities.</li> <li>• <a href="#">LA.K.1.6.Su.c</a>: Identify persons and objects in familiar activities.</li> <li>• <a href="#">LA.K.1.6.Pa.c</a>: Respond to a familiar person or object in routines.</li> </ul>
<p><a href="#">LA.K.1.6.4</a>:</p>	<p>The student will identify and sort common words into basic categories (e.g., colors, shapes, food);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.6.In.c</a>: Identify and describe persons, objects, and actions in familiar activities.</li> <li>• <a href="#">LA.K.1.6.Su.c</a>: Identify persons and objects in familiar activities.</li> <li>• <a href="#">LA.K.1.6.Pa.c</a>: Respond to a familiar person or object in routines.</li> </ul>

<p><a href="#">LA.K.1.6.5:</a></p>	<p>The student will use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.6.In.a:</a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.K.1.6.Su.a:</a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.K.1.6.Pa.a:</a> Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.K.1.6.6:</a></p>	<p>The student will relate new vocabulary to prior knowledge.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.6.In.a:</a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.K.1.6.Su.a:</a> Use new vocabulary that is introduced and taught directly.</li> <li>• <a href="#">LA.K.1.6.Pa.a:</a> Respond to new vocabulary that is introduced and taught directly.</li> </ul>
<p><a href="#">LA.K.1.7.1:</a></p>	<p>The student will make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.7.In.a:</a> Make predictions about a story using text features (e.g., illustrations).</li> <li>• <a href="#">LA.K.1.7.Su.a:</a> Identify pictures in familiar read-aloud stories.</li> <li>• <a href="#">LA.K.1.7.Pa.a:</a> Respond to familiar read-aloud stories.</li> </ul>
<p><a href="#">LA.K.1.7.2:</a></p>	<p>The student will use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.7.In.b:</a> Determine if pictures represent real or make believe.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.7.Su.b</a>: Identify familiar characters or objects pictured in read-aloud stories.</li> <li>• <a href="#">LA.K.1.7.Pa.b</a>: Attend to pictures or symbols used in routines.</li> </ul>
<a href="#">LA.K.1.7.3</a> :	<p>The student will retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.7.In.c</a>: Identify characters, objects, and actions pictured in familiar read-aloud stories.</li> <li>• <a href="#">LA.K.1.7.Su.b</a>: Identify familiar characters or objects pictured in read-aloud stories.</li> <li>• <a href="#">LA.K.1.7.Pa.c</a>: Respond to a familiar person or object in routines.</li> </ul>
<a href="#">LA.K.1.7.4</a> :	<p>The student will identify the authors purpose as stated in the text.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.1.7.In.d</a>: Identify the author’s purpose in read-aloud stories by answering literal yes/no questions.</li> <li>• <a href="#">LA.K.1.7.Su.c</a>: Identify characters that relate to the author’s purpose in read-aloud stories.</li> <li>• <a href="#">LA.K.1.7.Pa.c</a>: Respond to a familiar person or object in routines.</li> </ul>
<a href="#">LA.K.2.1.1</a> :	<p>The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.2.1.In.a</a>: Contribute to a discussion about a read-aloud story.</li> <li>• <a href="#">LA.K.2.1.Su.a</a>: Recognize familiar literary forms (e.g., picture books, nursery rhymes).</li> <li>• <a href="#">LA.K.2.1.Pa.a</a>: Attend to familiar literary forms (e.g., picture books, nursery rhymes).</li> </ul>
<a href="#">LA.K.2.1.2</a> :	<p>The student will retell the main events (e.g., beginning, middle, end)</p>

	<p>of a story, and describe characters and setting;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.2.1.In.b</a>: Identify events and characters in familiar read-aloud literary forms.</li> <li>• <a href="#">LA.K.2.1.Su.b</a>: Recognize events and characters pictured in familiar read-aloud literary forms.</li> <li>• <a href="#">LA.K.2.1.Pa.b</a>: Respond to pictures or sounds of characters in familiar read-aloud stories.</li> </ul>
<p><a href="#">LA.K.2.1.3:</a></p>	<p>The student will identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.2.1.In.c</a>: Identify rhythm and word patterns in read-aloud poetry and songs.</li> <li>• <a href="#">LA.K.2.1.Su.c</a>: Imitate rhythm in read-aloud poetry and songs.</li> <li>• <a href="#">LA.K.2.1.Pa.c</a>: Respond to rhythm in read-loud poetry or songs.</li> </ul>
<p><a href="#">LA.K.2.1.4:</a></p>	<p>The student will select materials to read for pleasure; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.2.1.In.d</a>: Select materials to view or listen to for pleasure.</li> <li>• <a href="#">LA.K.2.1.Su.d</a>: Select materials to view or listen to for pleasure.</li> <li>• <a href="#">LA.K.2.1.Pa.d</a>: Indicate a preference for familiar materials to view or listen to for pleasure.</li> </ul>
<p><a href="#">LA.K.2.1.5:</a></p>	<p>The student will participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection).</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.K.2.1.In.e</a>: Contribute to a discussion about read-aloud stories, identifying a familiar character, object, or event.</li> <li>• <a href="#">LA.K.2.1.Su.e</a>: Listen to and interact with familiar read-aloud stories, identifying pictures of characters, objects, or events.</li> <li>• <a href="#">LA.K.2.1.Pa.e</a>: Use new vocabulary that is introduced and taught directly.</li> </ul>
<a href="#">LA.K.2.2.1:</a>	<p>The student will identify the purpose of nonfictional text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.2.2.In.a</a>: Identify pictures and symbols that provide information.</li> <li>• <a href="#">LA.K.2.2.Su.a</a>: Identify pictures or objects that provide information.</li> <li>• <a href="#">LA.K.2.2.Pa.a</a>: Respond to familiar persons and routines.</li> </ul>
<a href="#">LA.K.2.2.2:</a>	<p>The student will retell important facts from a text heard or read; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.2.2.In.b</a>: Identify facts in familiar read-aloud informational text.</li> <li>• <a href="#">LA.K.2.2.Su.b</a>: Recognize familiar read-aloud informational text.</li> <li>• <a href="#">LA.K.2.2.Pa.b</a>: Indicate preference for familiar nonfiction materials to view or listen to for pleasure.</li> </ul>
<a href="#">LA.K.2.2.3:</a>	<p>The student will select nonfiction material to read for pleasure.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.2.2.In.c</a>: Select nonfiction materials to view or listen to for pleasure.</li> <li>• <a href="#">LA.K.2.2.Su.c</a>: Select nonfiction materials to view or listen to for pleasure.</li> <li>• <a href="#">LA.K.2.2.Pa.b</a>: Indicate preference for familiar nonfiction materials to view or listen to for pleasure.</li> </ul>
<a href="#">LA.K.3.1.1:</a>	<p>The student will prewrite by connecting thoughts and oral language</p>

	<p>to generate ideas; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.1.In.a</a>: Identify familiar persons, objects, or events to generate ideas for pictures that tell a story.</li> <li>• <a href="#">LA.K.3.1.Su.a</a>: Select familiar persons or objects to generate ideas for pictures that tells a story.</li> <li>• <a href="#">LA.K.3.1.Pa.a</a>: Associate wants and needs with a familiar person or object (e.g. indicate awareness of familiar person, objects, or routines).</li> </ul>
<p><a href="#">LA.K.3.1.2:</a></p>	<p>The student will prewrite by drawing a picture about ideas from stories read aloud or generated through class discussion.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.1.In.a</a>: Identify familiar persons, objects, or events to generate ideas for pictures that tell a story.</li> <li>• <a href="#">LA.K.3.1.Su.a</a>: Select familiar persons or objects to generate ideas for pictures that tells a story.</li> <li>• <a href="#">LA.K.3.1.Pa.a</a>: Associate wants and needs with a familiar person or object (e.g. indicate awareness of familiar person, objects, or routines).</li> </ul>
<p><a href="#">LA.K.3.2.1:</a></p>	<p>The student will draft writing by drawing, telling, or writing about a familiar experience, topic or text; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.2.In.a</a>: Create a picture.</li> <li>• <a href="#">LA.K.3.2.Su.a</a>: Draft writing by selecting or creating a picture that tells a story about familiar persons, objects, or events.</li> <li>• <a href="#">LA.K.3.2.Pa.a</a>: Make an initial attempt to communicate wants and needs to a familiar person, with prompting, using body movement or nonverbal expression.</li> </ul>
<p><a href="#">LA.K.3.2.2:</a></p>	<p>The student will draft writing by creating a group draft, scripted by the teacher.</p> <p><b>Access Points:</b></p>



	<ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.2.In.b</a>: Dictate words or phrases that tell a story or describe the picture.</li> <li>• <a href="#">LA.K.3.2.Su.a</a>: Draft writing by selecting or creating a picture that tells a story about familiar persons, objects, or events.</li> <li>• <a href="#">LA.K.3.2.Pa.a</a>: Make an initial attempt to communicate wants and needs to a familiar person, with prompting, using body movement or nonverbal expression.</li> </ul>
<p><a href="#">LA.K.3.3.1:</a></p>	<p>The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.3.In.a</a>: Reviewing the picture and dictation.</li> <li>• <a href="#">LA.K.3.3.In.b</a>: Add details to the picture or dictation with prompting.</li> <li>• <a href="#">LA.K.3.3.In.c</a>: Copy dictated words and phrases.</li> <li>• <a href="#">LA.K.3.3.Su.a</a>: Review the picture.</li> <li>• <a href="#">LA.K.3.3.Su.b</a>: Add to the picture with prompting.</li> <li>• <a href="#">LA.K.3.3.Pa.a</a>: Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.</li> </ul>
<p><a href="#">LA.K.3.4.1:</a></p>	<p>The student will edit for correct use of knowledge of letter/sound relationships to spell simple words.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.4.In.a</a>: Use left to right progression.</li> <li>• <a href="#">LA.K.3.4.Su.a</a>: Attempt to copy or write name on picture.</li> <li>• <a href="#">LA.K.3.4.Pa.a</a>: Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.</li> </ul>
<p><a href="#">LA.K.3.4.2:</a></p>	<p>The student will edit for correct use of capital letters to begin important words; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.4.In.b</a>: Use sequencing of letters in words.</li> <li>• <a href="#">LA.K.3.4.Su.a</a>: Attempt to copy or write name on picture.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.4.Pa.a</a>: Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.</li> </ul>
<p><a href="#">LA.K.3.4.3:</a></p>	<p>The student will edit for correct use of end punctuation, including periods, question marks, and exclamation points.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.4.In.c</a>: Use capitalization of own first name.</li> <li>• <a href="#">LA.K.3.4.Su.a</a>: Attempt to copy or write name on picture.</li> <li>• <a href="#">LA.K.3.4.Pa.a</a>: Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.</li> </ul>
<p><a href="#">LA.K.3.5.1:</a></p>	<p>The student will produce, illustrate and share a finished piece of writing.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.3.5.In.a</a>: Produce and share pictures with descriptions or stories.</li> <li>• <a href="#">LA.K.3.5.Su.a</a>: Produce and share pictures that tell a story.</li> <li>• <a href="#">LA.K.3.5.Pa.a</a>: Effectively communicate wants and needs, with prompting, to a familiar person.</li> </ul>
<p><a href="#">LA.K.4.1.1:</a></p>	<p>The student will create narratives by drawing, dictating, and/or using emergent writing; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.1.In.a</a>: Create pictures with dictation that tell a story.</li> <li>• <a href="#">LA.K.4.1.Su.a</a>: Create pictures that tell a story about familiar persons or objects.</li> <li>• <a href="#">LA.K.4.1.Pa.a</a>: Communicate recognition of familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.4.1.2:</a></p>	<p>The student will participate in writing simple stories, poems, rhymes, or song lyrics.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.1.In.b</a>: Contribute to group recitation of rhymes, songs, or chants with expression.</li> <li>• <a href="#">LA.K.4.1.Su.b</a>: Contribute to group recitation of familiar rhymes or songs.</li> <li>• <a href="#">LA.K.4.1.Pa.b</a>: Respond to rhythm in read-aloud poems, rhymes, or songs.</li> </ul>
<p><a href="#">LA.K.4.2.1:</a></p>	<p>The student will participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.2.In.a</a>: Contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words.</li> <li>• <a href="#">LA.K.4.2.Su.a</a>: Contribute to group recording of expository information by creating pictures.</li> <li>• <a href="#">LA.K.4.2.Pa.a</a>: Communicate recognition of familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.4.2.2:</a></p>	<p>The student will participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.2.In.b</a>: Contribute to group writing of functional text (e.g., thank-you notes, messages, labels) by creating pictures and dictating.</li> <li>• <a href="#">LA.K.4.2.Su.a</a>: Contribute to group recording of expository information by creating pictures.</li> <li>• <a href="#">LA.K.4.2.Pa.b</a>: Attend to pictures or informational materials.</li> </ul>
<p><a href="#">LA.K.4.2.3:</a></p>	<p>The student will participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.2.In.a</a>: Contribute to group recording of expository</li> </ul>

	<p>information (e.g., labels) by creating pictures and dictating words.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.2.Su.b</a>: Contribute to group writing of functional text (e.g., thank-you notes and labels) by selecting pictures and dictating.</li> <li>• <a href="#">LA.K.4.2.Pa.a</a>: Communicate recognition of familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.4.2.4:</a></p>	<p>The student will participate in written communications with teacher as scribe, including friendly letters and thank-you notes; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.2.In.b</a>: Contribute to group writing of functional text (e.g., thank-you notes, messages, labels) by creating pictures and dictating.</li> <li>• <a href="#">LA.K.4.2.Su.a</a>: Contribute to group recording of expository information by creating pictures.</li> <li>• <a href="#">LA.K.4.2.Pa.a</a>: Communicate recognition of familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.4.2.5:</a></p>	<p>The student will draw a simple map of the classroom.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.2.In.a</a>: Choose a favorite item and tell about it.</li> <li>• <a href="#">LA.K.4.2.Su.a</a>: Choose a favorite item and name the item.</li> <li>• <a href="#">LA.K.4.2.Pa.a</a>: Communicate recognition of familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.4.3.1:</a></p>	<p>The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.4.3.In.a</a>: Choose a favorite item and tell about it.</li> <li>• <a href="#">LA.K.4.3.Su.a</a>: Choose a favorite item and name the item.</li> <li>• <a href="#">LA.K.4.3.Pa.a</a>: Communicate recognition of familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.5.1.1:</a></p>	<p>The student will print many uppercase and lowercase letters of the</p>

	<p>alphabet and recognize the difference between the two;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.1.In.a</a>: Copy own first name.</li> <li>• <a href="#">LA.K.5.1.Su.a</a>: Will make letter-like scribbles to attempt to write and express own name.</li> <li>• <a href="#">LA.K.5.1.Pa.a</a>: Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.</li> </ul>
<p><a href="#">LA.K.5.1.2:</a></p>	<p>The student will write from left to right and top to bottom of page;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.1.In.b</a>: Copy letters and words from left to right with a visual cue.</li> <li>• <a href="#">LA.K.5.1.Su.a</a>: Will make letter-like scribbles to attempt to write and express own name.</li> <li>• <a href="#">LA.K.5.1.Pa.a</a>: Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.</li> </ul>
<p><a href="#">LA.K.5.1.3:</a></p>	<p>The student will recognize spacing between letters and words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.1.In.c</a>: Copy with spacing between words.</li> <li>• <a href="#">LA.K.5.1.Su.a</a>: Will make letter-like scribbles to attempt to write and express own name.</li> <li>• <a href="#">LA.K.5.1.Pa.a</a>: Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.</li> </ul>
<p><a href="#">LA.K.5.1.4:</a></p>	<p>The student will print own first and last name; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.1.In.a</a>: Copy own first name.</li> <li>• <a href="#">LA.K.5.1.Su.a</a>: Will make letter-like scribbles to attempt to write and express own name.</li> <li>• <a href="#">LA.K.5.1.Pa.a</a>: Use body movement or nonverbal expression</li> </ul>

	<p>to communicate desires or preferences and respond to or express own name.</p>
<p><a href="#">LA.K.5.1.5:</a></p>	<p>The student will understand the concept of writing and identifying numerals.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.1.In.a:</a> Copy own first name.</li> <li>• <a href="#">LA.K.5.1.Su.a:</a> Will make letter-like scribbles to attempt to write and express own name.</li> <li>• <a href="#">LA.K.5.1.Pa.a:</a> Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.</li> </ul>
<p><a href="#">LA.K.5.2.1:</a></p>	<p>The student will listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.2.In.a:</a> Listen for informative purposes (e.g., following prompts, directions).</li> <li>• <a href="#">LA.K.5.2.Su.a:</a> Listen for informative purposes (e.g., following oral prompts while performing tasks).</li> <li>• <a href="#">LA.K.5.2.Pa.a:</a> Listen for informative purposes (e.g., following prompts cues).</li> </ul>
<p><a href="#">LA.K.5.2.2:</a></p>	<p>The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.2.In.b:</a> Listen to familiar read-aloud and answer literal yes/no questions about persons, objects, and actions in pictures.</li> <li>• <a href="#">LA.K.5.2.Su.b:</a> Listen to familiar read-aloud stories and poems and identify objects or persons.</li> <li>• <a href="#">LA.K.5.2.Pa.b:</a> Respond to familiar read-aloud stories or poems.</li> </ul>
<p><a href="#">LA.K.5.2.3:</a></p>	<p>The student will repeat auditory sequences (e.g., letters, words,</p>

	<p>numbers, rhythmic patterns);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.2.In.c</a>: Repeat auditory sequences (e.g., words, rhythmic pattern).</li> <li>• <a href="#">LA.K.5.2.Su.c</a>: Repeat rhythmic patterns.</li> <li>• <a href="#">LA.K.5.2.Pa.c</a>: Communicate needs.</li> </ul>
<p><a href="#">LA.K.5.2.4</a>:</p>	<p>The student will recite short poems, rhymes, songs, and stories with repeated patterns;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.2.In.d</a>: Recite short poems, rhymes, and songs.</li> <li>• <a href="#">LA.K.5.2.Su.d</a>: Repeat rhythms and songs.</li> <li>• <a href="#">LA.K.5.2.Pa.d</a>: Respond to own name and familiar greetings.</li> </ul>
<p><a href="#">LA.K.5.2.5</a>:</p>	<p>The student will communicate effectively when relating experiences and retelling stories heard; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.2.In.e</a>: Communicate effectively when relating experiences.</li> <li>• <a href="#">LA.K.5.2.Su.e</a>: Communicate effectively when relating familiar experiences.</li> <li>• <a href="#">LA.K.5.2.Pa.c</a>: Communicate needs.</li> </ul>
<p><a href="#">LA.K.5.2.6</a>:</p>	<p>The student will use complete sentences when speaking.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.5.2.In.f</a>: Respond to familiar greetings and questions and questions in complete sentences.</li> <li>• <a href="#">LA.K.5.2.Su.f</a>: Respond to familiar greetings and questions with words and phrases.</li> <li>• <a href="#">LA.K.5.2.Pa.c</a>: Communicate needs.</li> </ul>
<p><a href="#">LA.K.6.1.1</a>:</p>	<p>The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and</p>

	<p>text read for pleasure (e.g., stories, poems).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.6.1.In.a</a>: Identify information in pictures and symbols.</li> <li>• <a href="#">LA.K.6.1.Su.a</a>: Identify information in familiar pictures and objects.</li> <li>• <a href="#">LA.K.6.1.Pa.a</a>: Respond to familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.6.2.1:</a></p>	<p>The student will ask questions and recognize the library media specialist or teacher as an information source;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.6.2.In.a</a>: Ask about a topic of interest and recognize the teacher as an information source.</li> <li>• <a href="#">LA.K.6.2.Su.a</a>: Ask about a familiar person or object and recognize the teacher as an information source.</li> <li>• <a href="#">LA.K.6.2.Pa.a</a>: Recognize and respond to familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.6.2.2:</a></p>	<p>The student will use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards);</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.6.2.In.b</a>: Use information from pictures and symbols to answer questions.</li> <li>• <a href="#">LA.K.6.2.Su.b</a>: Use information in familiar pictures or objects to answer questions.</li> <li>• <a href="#">LA.K.6.2.Pa.b</a>: Communicate recognition of familiar persons or objects.</li> </ul>
<p><a href="#">LA.K.6.2.3:</a></p>	<p>The student will participate in creating a simple class report where the teacher is the scribe; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.6.2.In.c</a>: Contribute information for a simple report where the teacher is the scribe.</li> <li>• <a href="#">LA.K.6.2.Su.c</a>: Contribute to a simple informational display</li> </ul>



	<p>where the teacher is the scribe.</p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.6.2.Pa.c</a>: Attend to books or other print material.</li> </ul>
<p><a href="#">LA.K.6.2.4</a>:</p>	<p>The student will recognize that authors, illustrators, and composers create informational sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.6.2.In.d</a>: Recognize that people who write books are called authors.</li> <li>• <a href="#">LA.K.6.2.Su.d</a>: Recognize that people (authors) write books.</li> <li>• <a href="#">LA.K.6.2.Pa.c</a>: Attend to books or other print material.</li> </ul>
<p><a href="#">LA.K.6.3.1</a>:</p>	<p>The student will recognize print and nonprint media; and</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.6.3.In.a</a>: Answer literal yes/no questions about persons, objects, and actions after viewing familiar print media (e.g., pictures, books).</li> <li>• <a href="#">LA.K.6.3.Su.a</a>: Answer literal yes/no questions about persons, after viewing familiar print media (e.g., pictures, books).</li> <li>• <a href="#">LA.K.6.3.Pa.a</a>: Respond to familiar print media (e.g., pictures, books).</li> </ul>
<p><a href="#">LA.K.6.3.2</a>:</p>	<p>The student will state the main idea after viewing print media.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.K.6.3.In.a</a>: Answer literal yes/no questions about persons, objects, and actions after viewing familiar print media (e.g., pictures, books).</li> <li>• <a href="#">LA.K.6.3.Su.a</a>: Answer literal yes/no questions about persons, after viewing familiar print media (e.g., pictures, books).</li> <li>• <a href="#">LA.K.6.3.Pa.a</a>: Respond to familiar print media (e.g., pictures, books).</li> </ul>
<p><a href="#">LA.K.6.4.1</a>:</p>	<p>The student will use technology (e.g., drawing tools, writing tools) resources to support learning.</p>

**Access Points:**

- [LA.K.6.4.In.a](#): Use technology resources (e.g., interactive books, software, or hardware) to support learning.
- [LA.K.6.4.Su.a](#): Use a technology resource (e.g., interactive books, software, or hardware) to support learning.
- [LA.K.6.4.Pa.a](#): Respond to a technology resource.



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**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academic - Subject Area  
**Course Number:** 7915010  
**Course Title:** Specially Designed Physical Education

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

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

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

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

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

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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1.1. Use a variety of basic locomotor movements.

Specify: \_\_\_  walking                      \_\_\_  running  
          \_\_\_  skipping                      \_\_\_  hopping  
          \_\_\_  sliding                      \_\_\_  other: \_\_\_\_\_

1.2. Use a variety of basic non-locomotor skills.

Specify: \_\_\_  bending                      \_\_\_  twisting  
          \_\_\_  stretching                      \_\_\_  turning  
          \_\_\_  lifting                      \_\_\_  other: \_\_\_\_\_

1.3. Use a variety of basic object control skills.

Specify: \_\_\_  underhand throw                      \_\_\_  overhand throw  
          \_\_\_  catch                      \_\_\_  kick and strike  
          \_\_\_  dribble                      \_\_\_  other: \_\_\_\_\_

1.4. Use simple combinations of basic movement skills.

Specify: \_\_\_  locomotor                      \_\_\_  non-locomotor  
          \_\_\_  rhythmical skills                      \_\_\_  object control  
          \_\_\_  body control                      \_\_\_  other: \_\_\_\_\_

1.5. Use control in balance activities on a variety of body parts.

Specify: \_\_\_  one foot                      \_\_\_  one hand and one foot  
          \_\_\_  hands and knees                      \_\_\_  other: \_\_\_\_\_

1.6. Use control in travel activities on a variety of body parts.

Specify: \_\_\_  forward travel                      \_\_\_  backward travel  
          \_\_\_  changing direction                      \_\_\_  changing speed  
          \_\_\_  other: \_\_\_\_\_

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- 1.7. Use smooth transitions between sequential motor skills (e.g., running and then jumping over a hurdle).
- 1.8. Use adaptive or assistive devices to perform various motor skills.  
Specify: \_\_\_\_\_  locomotor                      \_\_\_\_\_  nonlocomotor  
                  \_\_\_\_\_  travel skills                      \_\_\_\_\_  object control  
                  \_\_\_\_\_  body control                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.9. Accept assistance and participate in performing various motor skills.  
Specify: \_\_\_\_\_  locomotor                      \_\_\_\_\_  nonlocomotor  
                  \_\_\_\_\_  travel skills                      \_\_\_\_\_  object control  
                  \_\_\_\_\_  body control                      \_\_\_\_\_  other: \_\_\_\_\_
- 1.10. Accept assistance and participate in using adaptive or assistive devices to perform various motor skills.  
Specify: \_\_\_\_\_  locomotor                      \_\_\_\_\_  nonlocomotor  
                  \_\_\_\_\_  travel skills                      \_\_\_\_\_  object control  
                  \_\_\_\_\_  body control                      \_\_\_\_\_  other: \_\_\_\_\_

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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

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- 2.6. Use adaptive or assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.
- 2.7. Accept assistance and participate in performing various movement and object control skills for a variety of games, sports, and dances.
- 2.8. Accept assistance and participate in using adaptive or assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

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

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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

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

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

**3.2. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)**

**3.3. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)**

**3.4. Identify appropriate times and occasions for physical activities involved in common leisure and recreation activities (e.g., swimming, tennis, golf, skating, biking, walking or jogging). (IF.A.1.In.1, IF.A.1.Su.1)**

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- 3.5. Use specific knowledge and skills when completing a variety of physical activities involved in leisure and recreation activities (e.g., taking turns, following the rules, keeping track of the scores, keeping track of progress). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  indoor team or pairs games—basketball, racquetball, volleyball  
\_\_\_\_\_  outdoor team or pairs games—softball, horseshoes, tennis, golf  
\_\_\_\_\_  exercise programs—aerobics, strength training, jogging  
\_\_\_\_\_  dance, gymnastics  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.6. Use adaptive or assistive devices to perform physical activities involved in leisure and recreation activities. (IF.A.1.Su.1)
- 3.7. Accept assistance and participate in performing various physical activities involved in leisure and recreation activities. (IF.A.1.Pa.1)

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

- IF.A.1.In.2 complete personal care, health, and fitness activities.  
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.  
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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

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



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

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

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

4.4. Use specific knowledge and skills when completing fitness activities or an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

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

4.5. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

4.6. Accept assistance and indicate awareness of fitness and exercise activities (e.g., turns to watch exercises and music, reaches for ball). (IF.A.1.Pa.2)

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

4.7. Accept assistance and participate in fitness and exercise activities (e.g., moves when dance videos are on or other students are exercising). (IF.A.1.Pa.2)

Specify: \_\_\_\_\_

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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### Self-Management

- 5.1. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in physical activities (e.g., follows an individual wellness plan, is able to organize equipment, follows through with instructions, completes exercises, works out efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.2. *Identify personal feelings. (Social and Personal G 54: IV)*
- 5.3. *Identify behaviors which indicate the acceptance of responsibility of own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.4. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 5.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 5.6. Discriminate between examples and non-examples of behaviors that represent self-management when participating in physical activities (examples—bringing all needed equipment, repeating the steps to yourself as you attempt to perform the skill, staying in line

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when waiting your turn; non-examples—getting in fights over a called strike in baseball, pushing ahead in line to get on an exercise machine). (IF.B.2.In.1, IF.B.2.Su.1)

- 5.7. Identify factors that promote self-management behaviors when participating in physical activities (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 5.8. Identify factors that inhibit self-management when participating in physical activities (e.g., too much emphasis on competition and winning, controlling persons in environment, strict rules regarding choices available). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  self-monitoring \_\_\_\_\_  self-instruction \_\_\_\_\_  self-reinforcement  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 5.9. Demonstrate self-management in various situations when participating in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities
- 5.10. Monitor own use of self-management behaviors in various situations involving physical activities. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings, chores  
\_\_\_\_\_  school—in class, extracurricular activities, before and after school  
\_\_\_\_\_  community—leisure activities

## Cooperation and Teamwork

- 5.11. Identify characteristics of behavior that are cooperative and support team work when completing physical activities (e.g., sharing ideas and effort, waiting your turn, sharing equipment, supporting the effort of others, listening to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.12. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.13. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.14. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 5.15. Discriminate between examples and non-examples of behaviors that are cooperative and support teamwork when engaged in physical activities (examples—rotating sets on an exercise machine, practicing catching and throwing a ball with a friend, letting someone else take your place; non-examples—not helping team members get ready, staying on a piece of exercise equipment too long, making negative comments about teammates). (IF.B.2.In.1, IF.B.2.Su.1)

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- 5.16. Demonstrate cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

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

- 5.17. Monitor own cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

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

### Rules and Regulations

- 5.18. Identify the purpose of various types of rules and regulations in games and sports (e.g., penalties, behavioral guidelines, restricted areas, uniforms and protective equipment, hours of operation). (IF.B.2.In.1, IF.B.2.Su.1)

- 5.19. Discriminate between examples and non-examples of behaviors that are in compliance with rules and regulations in games and sports (examples—following the call of the umpire, wearing protective equipment, abiding by the rules of the game; non-examples—ignoring the call of the umpire, fighting during the game). (IF.B.2.In.1, IF.B.2.Su.1)

- 5.20. Identify factors which indicate that noncompliance with rules and regulations in games and sports should be reported to authorities (e.g., poses danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)

- 5.21. Demonstrate compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)

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

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

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

### Safety Procedures

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

- 5.24. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

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- 5.25. Identify situations when first aid might be required when participating in physical activities (e.g., at a swimming pool after someone has almost drowned, after someone has been hit by a ball, after someone slides and gets scraped). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.26. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.27. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 5.28. Identify how to handle specific emergency situations when participating in physical activities (e.g., injury to self or others, bad weather, power outage, fighting among team members). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.29. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects in hand, call for help in emergencies, wear protective equipment). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.31. Identify ways to avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.32. Behave in ways that avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walk away, do not provoke them, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.33. Respond to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)

### General Participation

- 5.34. Accept assistance and request fitness and exercise activities. (IF.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  gesture  
\_\_\_\_\_  look at activity \_\_\_\_\_  say name of activity  
\_\_\_\_\_  use assistive or augmentative device \_\_\_\_\_  other: \_\_\_\_\_
- 5.35. Confirm that desired activity has been selected by accepting assistance and participating (e.g., takes offered ball). (IF.A.1.Pa.1)
- 5.36. Protest nonpreferred activities or objects when accepting assistance and participating in physical activities (e.g., frowns when presented with unwanted exercise routine). (IF.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  point to actual object  
\_\_\_\_\_  look away or move away \_\_\_\_\_  gesture  
\_\_\_\_\_  use assistive or augmentative device \_\_\_\_\_  other: \_\_\_\_\_

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- 5.37. Indicate physical discomfort appropriately through observable behaviors when accepting assistance and participating in physical activities (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.2)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  point to actual object  
\_\_\_\_\_  move away \_\_\_\_\_  gesture  
\_\_\_\_\_  verbalize or sign \_\_\_\_\_  use assistive or augmentative device  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.38. Accept assistance and participate in managing own behavior in unstructured settings for physical activities. (IF.B.2.Pa.1)
- 5.39. Accept assistance and participate in responding to unexpected events or potentially harmful situations appropriately during physical activities (e.g., moves away when asked to do so). ( IF.B.2.Pa.3)
- 5.40. Accept assistance and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., vocalizes loudly when the home team scores, keeps hands to self, does not tear at clothing). (IF.B.2.Pa.1)
- 5.41. Participate in selection of appropriate clothing and grooming for physical activities (e.g., points to shirt with team colors for football game, assists with shower before going in pool). (IF.B.2.Pa.1)

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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- 6.1. Identify types of technology used in fitness and recreation involving physical activities (e.g., treadmill with computer selection, leg curl machine, leg press, pullover, assistive technology).
- 6.2. Identify ways to gain knowledge about own progress (e.g., stopwatch, wellness planning and tracking software).
- 6.3. Use technology appropriately to participate in fitness routines and recreational activities.
- 6.4. Use adaptive or assistive technology to participate in fitness and recreational activities.

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6.5. Accept assistance and participate in using adaptive assistive technology to participate in fitness and recreation activities.

**7. Select and participate regularly in physical activities based on availability in the community and personal choice at levels consistent with own capabilities.**

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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7.1. Identify preferred physical activities.

Specify: \_\_\_\_\_

7.2. Determine frequency of participation in physical activities.

Specify: \_\_\_\_\_

7.3. Participate in preferred activities on a regular basis.

**Florida Department of Education**

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

<b>Subject Area:</b>	Academics - Subject Areas
<b>Course Number:</b>	7880010
<b>Course Title:</b>	Exploratory Vocational: 6-8
<b>Previous Course Title:</b>	Pre-Vocational: 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to prepare for specific vocational training and safety procedures through the use of actual or simulated work tasks and the promotion of good work habits.

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

- personal responsibilities
- social competencies
- personal and career planning
- career exploration
- employability skills
- generic work skills

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

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

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.



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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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

**1. Identify and evaluate own interests, aptitudes, abilities, values, and attitudes 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.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance    full    partial                       assistive technology    full    partial

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- 1.1. Identify personal characteristics that affect preferred career choices (e.g., special talents, self-management, ability to solve problems, ability to communicate, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Identify personal abilities, aptitudes, and interests that relate to possible career choices (e.g., ambition, talents, knowledge and skills, previous experiences, personal strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Evaluate the results of personal appraisal to determine possible career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Demonstrate awareness of jobs in a variety of occupational clusters (e.g., characteristics of occupational clusters, examples of jobs within clusters, basic requirements of jobs). (CL.C.1.In.1, CL.C.1.Su.1)

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- 1.6. Identify individual strengths and weaknesses that may affect preferred postsecondary educational opportunities. (e.g., grades, study skills, course of study, motivation). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Identify personal leisure activities that relate to potential careers (e.g., volunteering to help others—social work, teaching; painting—artist; sewing—seamstress; automobile restoration—automobile body repair; playing with animals—veterinarian’s assistant; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

**2. Use a planning process to establish personal and career goals.**

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
- 

- 2.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps you to stay on track, monitors progress, increases motivation; career—increases motivation, helps organization). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.3. Identify steps in a planning process to set personal and career goals (e.g., personal—determine current situation, determine desired situation, identify tasks to reach desired situation; career—determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired job or career). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.4. Identify resources, sources of information, and assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  individuals—family, supervisor, teacher, counselor, possible employers  
\_\_\_\_\_  agencies—government agencies, religious organizations, schools  
\_\_\_\_\_  materials—guides, planning software, handbooks  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.5. Identify how a positive view of self affects personal and career goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.6. Identify alternatives and choices available to reach personal and career goals (e.g., personal goal to lose weight—start exercise program, consult a physician; career goal to work in a hospital—train to be a nurse’s aide, work in a hospital cafeteria). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.8. Identify impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Identify possible preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Accept assistance with and participate in expressing personal preferences and desires related to personal and career-related activities. (IF.B.1.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

### Monitoring Progress and Making Adjustments

- 2.11. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 2.12. Periodically monitor own progress in a specific activity when carrying out plans related to personal or career goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.13. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.14. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, re-evaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

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**3. Demonstrate entry-level responsibilities and social competencies necessary for successful employment (e.g., in classroom simulations or campus jobs).**

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
- 

**Planning and Completing Work Assignments**

- 3.1. Identify purposes of planning work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.2. Identify components of a plan to complete a work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.3. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer service routines. (CL.C.2.Pa.1)  
Specify routine: \_\_\_\_\_
- 3.4. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify:  identify task  
 name steps of task  
 perform task following a model or demonstration  
 perform task with decreasing feedback  
 perform task independently  
 monitor own task performance  
 evaluate own task performance  
 other: \_\_\_\_\_

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- 3.5. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.6. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)  
Specify routine: \_\_\_\_\_

**Problem Solving**

- 3.7. Apply a general model for solving problems in simulated work situations (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  school \_\_\_\_\_  community
- 3.8. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  brainstorming—identifying all solutions that come to mind  
\_\_\_\_\_  identifying steps—when a complicated task is involved  
\_\_\_\_\_  estimating—when numbers are involved  
\_\_\_\_\_  matching consequences to actions—for cause and effect  
\_\_\_\_\_  troubleshooting—finding problems within a work process  
\_\_\_\_\_  creative thinking—when multiple solutions are acceptable  
\_\_\_\_\_  modeling—basing actions on those of a good example  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.9. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.10. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.11. Identify the steps of a process when solving a problem involving many tasks (e.g., cleaning a room—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a simple project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.12. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.13. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)

## **Course Number: 7880010 - Exploratory Vocational: 6-8**

- 3.14. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.15. Apply creative thinking to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.16. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.17. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

### **Implementing Solutions**

- 3.18. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time-management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.19. Complete tasks to solve problems in simulated work situations (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.20. Use appropriate techniques or tools to solve problems in school or simulated work situations (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.21. Seek assistance when needed to solve problems in school or simulated work situations (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

### **Evaluating Effectiveness of Solution**

- 3.22. Determine effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.23. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

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### Reliability and Work Ethic

- 3.24. Demonstrate reliability when working (e.g., report to class or work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.25. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.26. Demonstrate responsibility and self-control when working (e.g., accept criticism in a positive way, use a calm tone of voice to negotiate issues, give credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.27. Demonstrate self-directed behavior when working (e.g., begin tasks when they are assigned, think positively, ask questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.28. Demonstrate attentive behavior when working (e.g., stay on task, talk to others at appropriate time, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.29. Identify strategies to use to maintain an acceptable attendance record. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  report to work regularly and be on time  
\_\_\_\_\_  stay until quitting time  
\_\_\_\_\_  return from breaks promptly  
\_\_\_\_\_  inform supervisor if late or unable to work, have scheduling conflict  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.30. Use appropriate actions if late or absent from school (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

### Employability Skills

- 3.31. Apply basic academic skills appropriate to the task and work setting (e.g., math—measuring; reading—following written instructions). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.32. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.33. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—optimistic, works hard, does not talk negatively about projects or people, does not complain unnecessarily; negative attitude—pessimistic, lazy, makes negative comments, complains about work load). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.34. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationship with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.5, CL.C.2.Su.5)



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- 3.35. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)  
Specify: \_\_\_\_\_  appropriate—being punctual, following rules, showing respect for superiors  
          \_\_\_\_\_  inappropriate—disrupting work, making negative statements about co-workers
- 3.36. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.37. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.38. Identify types of inappropriate physical contact with others and self within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)

**4. Demonstrate basic skills and safety procedures relevant to vocational training.**

- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.  
CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.  
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in 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.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

**Using Tools, Equipment, and Supplies**

- 4.1. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, computer; preparing ground for planting—rake, hoe, shovel, hose, fertilizer). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.2. Clean and maintain tools and equipment (e.g., copy machine—clean glass, add paper; vacuum cleaner—change bag; painting—clean brushes and paint containers). (CL.C.2.In.2, CL.C.2.Su.2)

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- 4.3. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, or locker; personal work supplies in personal work area; cleaning supplies in cupboard; gardening tools in outdoor shed). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.4. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own chair, reaches for own jacket when leaving, grasps paintbrush for hand-on-hand painting). (CL.C.2.Pa.1)
- 4.5. Accept assistance with and participate in recognizing and using adaptive/assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)
- 4.6. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

### Following Safety Procedures

- 4.7. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly in a work situation (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.8. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.9. Identify materials and tools that should be found in the workplace to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.10. Identify persons to ask for assistance in emergency situations when working (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.11. Identify how to handle specific emergencies in a work situation (e.g., tornado—get under desk or stand in inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, report to police). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.12. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur in a volunteer or work situation. (CL.C.2.Pa.1)  
Specify: \_\_\_\_\_  school                      \_\_\_\_\_  community

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- 4.13. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in a volunteer or work situation. (CL.C.2.Pa.1)

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

**5. Demonstrate mastery of requirements from appropriate Middle/Junior exploratory or vocational job preparatory courses.**

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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The following courses may be used for this requirement:

<b>Course No.</b>	<b>Course Name</b>	<b>Grade Level</b>
<b>Agribusiness and Natural Resources Education</b>		
8100110	Orientation to Agriscience, Technology, and Environmental Sciences	6-9
8100120	Introduction to Agriscience, Technology, and Environmental Sciences	6-9
8100210	Exploration of Agriscience, Technology, and Environmental Sciences	6-9
<b>Business Technology Education</b>		
8200110	Business Keyboarding	6-9
8200220	Computer Applications in Business I	6-9
8200210	Computer Applications in Business II	6-9
<b>Diversified Occupations</b>		
9100210	Exploration of Vocational Occupations	6-9
<b>Family and Consumer Sciences</b>		
8500130	Life Choices	6-9
8500230	Personal Development	6-9
8500240	Teen Challenges	6-9
<b>Health Science Education</b>		
8400110	Orientation to Health and Public Service Occupations	6-9
8400210	Exploration of Health Occupations	6-9
<b>Marketing Education</b>		
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
<b>Technology Education</b>		
8600000	Integrated Technology Studies	6-9

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**6. Use personal care skills to meet demands of work situations at school, in the home, or in the community.**

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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**6.1. Demonstrate knowledge and skills needed for common personal care activities involved in dressing for work situations. (IF.A.1.In.2, IF.A.1.Su.2)**

Specify: \_\_\_  selecting appropriate clothing for the job  
          \_\_\_  putting on clothing, closing fasteners  
          \_\_\_  taking off clothing, opening fasteners  
          \_\_\_  other: \_\_\_\_\_

**6.2. Demonstrate knowledge and skills needed for common personal care activities involved in grooming and hygiene for work situations. (IF.A.1.In.2, IF.A.1.Su.2)**

Specify: \_\_\_  meeting health and safety standards  
          \_\_\_  meeting workplace expectations  
          \_\_\_  completing care activities at proper time and place  
          \_\_\_  other: \_\_\_\_\_

**6.3. Demonstrate knowledge and skills needed for common personal care needs involved in motor control and managing self during work activities. (IF.A.1.In.2, IF.A.1.Su.2)**

Specify: \_\_\_  strength, stamina, endurance, and muscular flexibility  
          \_\_\_  postural alignment for sitting, standing, lifting, and movement  
          \_\_\_  proximity to objects  
          \_\_\_  other: \_\_\_\_\_

**6.4. Accept assistance with and participate in activities and tasks associated with daily dressing routines for volunteer or work situations. (IF.A.1.Pa.2)**

Specify: \_\_\_\_\_

**6.5. Accept assistance with and participate in activities and tasks associated with daily grooming and hygiene routines for volunteer or work situations. (IF.A.1.Pa.2)**

Specify: \_\_\_\_\_

**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 6-8**  
**SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Special Skills Courses  
**Course Number:** 7863002

**Course Title:** Social Personal Skills and Career Planning: 6-8

**A. Major Concepts/Content.**

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

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

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate 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. The particular course requirements that the student must master each year should be specified on an individual basis.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark

for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

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

For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

The performance objectives are designed to provide teachers with ideas for short term objectives for instructional planning. The performance objectives are not

intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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

### **C. Course Requirements.**

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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

##### **1. Use behaviors that promote appropriate student interaction within physical surroundings.**

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

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

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially

harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance o full o partial  assistive technology o full o partial

### **Compliance with Laws, Rules, and Regulations**

1.1. Discriminate between examples and non-examples of behaviors that represent compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, throwing trash on the highway, not paying bill at a restaurant, drinking alcohol underage). (IF.B.2.In.1, IF.B.2.Su.1)

1.2. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

1.3. Identify factors that may keep one from complying with laws, rules, and regulations (e.g., negative peer pressure, ignorance of legal requirements). (IF.B.2.In.1, IF.B.2.Su.1)

1.4. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening situation, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

1.5. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify:  o home  o school  o community

1.6. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify:  o home  o school  o community

1.7. Accept assistance with and participate in using behaviors that are responsible and comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)

Specify:  o home  o school  o community

### **Identifying Potentially Dangerous Situations**



1.8. Identify situations in the home which are potentially dangerous (e.g., an intruder at the door, at the window, or attempting to enter the home; fire in the kitchen). (IF.B.2.In.3, IF.B.2.Su.3)

1.9. Identify situations in the school which are potentially dangerous (e.g., students fighting, students running in the halls, unsupervised gathering on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)

1.10. Identify situations in the community which are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

1.11. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

### **Getting Assistance and Following Safety Procedures**

1.12. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

1.13. Demonstrate ways to ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

1.14. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)

1.15. Follow safety rules and procedures and use safety equipment when necessary (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)

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

1.16. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)

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

1.17. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)

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

## **2. Use behaviors that promote appropriate relationships with peers and adults.**

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

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

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

### **Identifying Types of Relationships**

2.1. Differentiate among types of relationships typical for own age (e.g., friendship, dates, acquaintances, family, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

2.2. Identify the various roles and purposes of relationships (e.g., getting information or assistance with daily needs, sharing personal feelings, providing support in times of need, sharing leisure time activities). (SE.A.2.In.1, SE.A.2.Su.1)

2.3. Identify the differences between social relationships and work relationships. (SE.A.2.In.1, SE.A.2.Su.1)

2.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.5. Identify qualities of a destructive or harmful relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting each other, using harsh language toward each other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.6. Identify personal characteristics that makes one a good friend (e.g., says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, encourages friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.7. Identify interpersonal skills that will help to maintain a close relationship with family and friends (e.g., keeping in touch—visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

2.8. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

2.9. Identify behaviors that could create problems in relationships (e.g., talking about others behind their backs, getting involved in a situation that doesn't concern you, showing favoritism or inappropriate affection to others). (SE.A.2.In.1, SE.A.2.Su.1)

2.10. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative). (SE.A.2.In.1, SE.A.2.Su.1)

2.11. Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of, breaking a rule or law). (SE.A.2.In.1, SE.A.2.Su.1)

2.12. Identify the effects of positive peer pressure on interpersonal relationships (e.g., may provide a good role model, may encourage you to try something new, may motivate you to work harder). (SE.A.2.In.1, SE.A.2.Su.1)

### **Using Interpersonal Communication Skills**

2.13. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)

2.14. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

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

2.15. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., use polite words such as "Thank you." "You're welcome." "Please." "Excuse me." "May I?" "I'm sorry." "Nice to meet you."). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.16. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.17. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

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

2.18. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

2.19. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.20. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting positively on someone's appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

2.21. Identify communications and behaviors that compliment others (e.g., saying "Good job," "Well done"; honoring others with rewards, commending others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

2.22. Demonstrate communications and behaviors that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

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

2.23. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

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

### **Using Appropriate Behavior**

2.24. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.25. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

2.26. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' wellbeing, giving others credit for their contribution, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

2.27. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.28. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.29. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., getting to know a person in group situations, keeping in contact, checking to see if things are going well, helping the other person to complete a project, saying goodbye in person, changing the nature of a relationship). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.30. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.31. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.32. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, sit down when all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.33. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

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

### **Physical Contact**

2.34. Identify behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking

hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.35. Identify behaviors that represent inappropriate physical contact with others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.36. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.37. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.38. Demonstrate behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.39. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.40. Ask for assistance if a person experiences inappropriate physical contact from others (e.g., ask for help from a neighbor, peer, family member, teacher, pedestrian, or police officer). (SE.A.2.In.1, SE.A.2.Su.1)

2.41. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

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

2.42. Accept assistance with and participate in alerting others of inappropriate physical contact from others. (SE.A.2.Pa.1)

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

### **Sexual Relationships**

2.43. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.44. Identify characteristics of behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.45. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of refusal techniques). (IF.B.2.In.1, IF.B.2.Su.1)

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

2.46. Identify factors that prevent one from using behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol or other drugs, use of physical control, negative peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)

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

2.47. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection towards others. (IF.B.2.Pa.1)

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

### **Conflict Resolution**

2.48. Identify characteristics of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

2.49. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, or collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)

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

2.50. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

2.51. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

2.52. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable

negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)

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

### **Dealing with Excessive and Abusive Behaviors**

2.53. Identify techniques when faced with a difficult situation to defuse own defensiveness or that of others (e.g., walk away, think of consequences, count to ten). (IF.B.2.In.3, IF.B.2.Su.3)

2.54. Identify behaviors that are commonly considered to be excessive or abusive (e.g., illegal use of tobacco, alcohol, and other drugs; use of physical control; use of obscene language). (IF.B.2.In.3, IF.B.2.Su.3)

2.55. Identify behaviors that make one more susceptible to excessive or abusive behavior (e.g., neglecting personal well-being, using alcohol or other drugs, consistently making excuses for things not done, associating with abusive individuals). (IF.B.2.In.3, IF.B.2.Su.3)

2.56. Identify strategies for dealing with excessive and abusive behaviors in self or others (e.g., know how to refuse alcohol or other drugs; give support to victims, including friends and family; know specific resource people and hotlines to contact). (IF.B.2.In.3, IF.B.2.Su.3)

2.57. Identify warning signs of addiction or other patterns of excessive and abusive behaviors in self and others and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

2.58. Identify warning signs of severe depression and suicide and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

2.59. Identify potential impact of excessive and abusive behaviors on an individual for both short-term and long-term consequences. (IF.B.2.In.3, IF.B.2.Su.3)

Specify: \_\_\_\_\_ o emotional \_\_\_\_\_ o physical \_\_\_\_\_ o social  
\_\_\_\_\_ o financial \_\_\_\_\_ o other: \_\_\_\_\_

2.60. Identify strategies to resolve problems encountered in excessive and abusive problem situations (e.g., contact a help center, use a support group, change your own behavior). (IF.B.2.In.3, IF.B.2.Su.3)

### **3. Use behaviors that contribute to the overall effort of groups.**

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.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance o full o partial  assistive technology o full o partial

3.1. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.2. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

3.3. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, possible financial commitment). (SE.A.1.In.1, SE.A.1.Su.1)

3.4. Identify the interdependency of different members of the group (e.g., being willing to compensate for limitations of members, contributing to the best of one's ability, being willing to do own part even if not pleased with the responsibility assigned, understanding how what one person does reflects on the whole group). (SE.A.1.In.1, SE.A.1.Su.1)

3.5. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

3.6. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated

topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

3.7. Identify characteristics of group dynamics (e.g., relationships among group members, influence of expectations on behavior). (SE.A.1.In.1, SE.A.1.Su.1)

3.8. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

3.9. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: \_\_\_\_\_ o discuss the problem  
\_\_\_\_\_ o individually list possible causes  
\_\_\_\_\_ o record individual group member's suggestions and clarifications  
\_\_\_\_\_ o determine most likely cause  
\_\_\_\_\_ o implement corrective action or solution  
\_\_\_\_\_ o report results  
\_\_\_\_\_ o move on to the next most probable cause if initial action is ineffective  
\_\_\_\_\_ o other: \_\_\_\_\_

3.10. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)

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

3.11. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)

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

3.12. Use strategies to self-monitor and control own actions and behaviors in a group in various situations (e.g., know how you are affected by other individuals and their behavior, know how to state dissatisfaction or disagreement appropriately). (SE.A.1.In.1, SE.A.1.Su.1)

3.13. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

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

3.14. Identify strategies individuals can use to respect the privacy of other group members (e.g., being cautious about what you say about others' private lives, being tactful when dealing with the feelings of others, not repeating what has been told in

confidence, checking with others before repeating what has been said or done). (SE.A.1.In.1, SE.A.1.Su.1)

3.15. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)

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

3.16. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., being dependable, not talking behind another's back, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

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

3.17. Accept assistance with and participate effectively in activities in group situations. (SE.A.1.Pa.1)

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

### **Leadership Skills**

3.18. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

3.19. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)

Specify: \_\_\_\_\_ o supportive leaders—more participation by group members  
\_\_\_\_\_ o controlling leaders—group members may operate in fear  
\_\_\_\_\_ o negligent leaders—group members may not stay on task  
\_\_\_\_\_ o other: \_\_\_\_\_

3.20. Identify individual styles when working in groups (e.g., slow vs. fast-paced, leading, quiet, expressive, productive). (SE.A.1.In.2)

3.21. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

3.22. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

3.23. Identify situations when one must assume a leadership role (e.g., when the leader is absent or becomes ill, when members of the group are in conflict). (SE.A.1.In.2)

### **Organizations**

3.24. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

3.25. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.26. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: \_\_\_\_\_ o policy manuals  
\_\_\_\_\_ o rules and regulations  
\_\_\_\_\_ o security systems  
\_\_\_\_\_ o other: \_\_\_\_\_

3.27. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: \_\_\_\_\_ o school \_\_\_\_\_ o agencies  
\_\_\_\_\_ o businesses \_\_\_\_\_ o institutions  
\_\_\_\_\_ o service organizations \_\_\_\_\_ o clubs and social organizations  
\_\_\_\_\_ o other: \_\_\_\_\_

3.28. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., tardiness, not abiding by policies and rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.29. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

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

3.30. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)

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

## **4. Use behaviors that enhance self-control, self-reliance, and self-esteem.**

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

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

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

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance o full o partial  assistive technology o full o partial

4.1. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  o selecting and caring for personal goods  
 o selecting and caring for clothing  
 o caring for personal living space  
 o preparing and storing food for self or others  
 o cleaning and maintaining exterior areas of the house or apartment  
 o managing money and budgeting  
 o other: \_\_\_\_\_

4.2. Accept assistance when initiating and completing productive activities in the home with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)

Specify: \_\_\_\_\_

4.3. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  o selecting and caring for personal property  
 o caring for personal work space  
 o carrying out activities of volunteer service  
 o respecting property and rights of others

- o accessing or using services of community agencies
- o obtaining goods and services from community businesses
- o other: \_\_\_\_\_

4.4. Accept assistance when initiating and completing productive activities in the community with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)

Specify: \_\_\_\_\_

4.5. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_
- o selecting and planning leisure activities
  - o playing indoor games
  - o attending concerts, movies, or other performances
  - o playing active individual or team sports
  - o working with hobbies and crafts
  - o participating in outdoor activities
  - o other: \_\_\_\_\_

4.6. Accept assistance when initiating and completing leisure activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)

Specify: \_\_\_\_\_

4.7. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out personal health care and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_
- o caring for personal hygiene and grooming
  - o maintaining adequate nutrition
  - o engaging in regular exercise or fitness routines
  - o planning and following routines to promote wellness
  - o caring for own illnesses
  - o maintaining own mental health
  - o refusing tobacco, alcohol, or other unnecessary drugs
  - o other: \_\_\_\_\_

4.8. Accept assistance when initiating and completing routine personal health care and fitness activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.2)

Specify: \_\_\_\_\_

### **Functioning Independently**

4.9. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: \_\_\_\_\_ o self-initiation—begins tasks on own, asks for additional tasks upon completion, recognizes how individuals get distracted, knows when to show initiative in assuming tasks that have not necessarily been assigned

\_\_\_\_\_ o self-management—self-monitoring, self-instruction, and self-reinforcement; knows how to divide attention appropriately among tasks; has strategies to handle frustrations and problems associated with task completion; knows how to plan for task completion; knows how to prioritize; has motivation to finish tasks; understands personal responsibilities for tasks; knows how to get assistance or additional instruction; knows how to assess job quality

\_\_\_\_\_ o self-control—manages unstructured time, controls responses to events, knows how physical changes can affect emotions, can assess what led up to a situation, assumes responsibility for own actions and emotions, understands feelings in response to failure and rejection, makes decisions that reflect personal interests rather than peer group's interests

\_\_\_\_\_ o self-advocacy—knows own strengths and weaknesses, recognizes situations that are comfortable and those that are uncomfortable, knows own value system, understands differences in value systems of others, knows when to ask for help, knows how to evaluate consequences of decisions

\_\_\_\_\_ o self-esteem—has a positive self-image, sets challenging goals, says no to peer pressure, understands own personality traits, knows ways to promote oneself

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

4.10. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: \_\_\_\_\_ o lack of self-initiation—waits until the last minute to start, avoids starting at all

\_\_\_\_\_ o lack of self-management—waits for others to check progress

\_\_\_\_\_ o lack of self-control—gets upset when unexpected events occur

\_\_\_\_\_ o lack of self-advocacy—lets others take all needed supplies

\_\_\_\_\_ o lack of self-esteem—won't try new tasks, makes negative comments about self

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

4.11. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

4.12. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

4.13. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior: \_\_\_\_\_ o self-initiation \_\_\_\_\_ o self-management \_\_\_\_\_ o self-control  
\_\_\_\_\_ o self-advocacy \_\_\_\_\_ o self-esteem  
\_\_\_\_\_ o other: \_\_\_\_\_

Specify setting: \_\_\_\_\_ o home \_\_\_\_\_ o school \_\_\_\_\_ o community

4.14. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior: \_\_\_\_\_ o self-initiation \_\_\_\_\_ o self-management \_\_\_\_\_ o self-control  
\_\_\_\_\_ o self-advocacy \_\_\_\_\_ o self-esteem  
\_\_\_\_\_ o other: \_\_\_\_\_

Specify setting: \_\_\_\_\_ o home \_\_\_\_\_ o school \_\_\_\_\_ o community

4.15. Accept assistance with and participate in exhibiting patterns of conduct that will enable one to function as independently as possible in a variety of situations. (IF.B.2.Pa.1)

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

## **5. Use appropriate behaviors and skills when accessing and using community resources.**

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:



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

### Identifying Community Resources

5.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_\_\_ o employment—state employment services, Vocational Rehabilitation, private employment agencies

\_\_\_\_\_ o housing/home maintenance—real estate agents, rental agencies, pest control

\_\_\_\_\_ o medical/health/wellness—doctors, dentists, hospitals, clinics, support groups

\_\_\_\_\_ o civil—voter registration, tax collector, license bureau

\_\_\_\_\_ o utilities—water, electric, telephone

\_\_\_\_\_ o communication—telephone, mail, e-mail

\_\_\_\_\_ o transportation—bus, taxi, bicycle

\_\_\_\_\_ o personal service—barber, dry cleaner, laundromat

\_\_\_\_\_ o retail—department stores, clothing stores, shoe stores

\_\_\_\_\_ o food service—restaurants, cafeterias, bakeries

\_\_\_\_\_ o financial—banking, credit cards, investments, insurance, social services

\_\_\_\_\_ o recreation/leisure/entertainment—movies, libraries, community centers, cable service

\_\_\_\_\_ o legal/advocacy—lawyers, advocacy and protection groups

\_\_\_\_\_ o educational—adult education, trade schools

\_\_\_\_\_ o emergency—police, fire, ambulance, Red Cross

\_\_\_\_\_ o religious

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

5.2. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to purchase a new product, when equipment has broken down, when you don't feel well, when you are looking for a service). (IF.A.2.In.1, IF.A.2.Su.1)

5.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, reliability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

5.4. Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., questioning a bill, making an appointment, finding services, getting price estimates). (IF.A.2.In.1, IF.A.2.Su.1)

Specify community service(s): \_\_\_\_\_

5.5. Use the knowledge and skills to obtain and benefit from a community service related to specific needs (e.g., knowledge of standard rates, basic knowledge of what

needs to be fixed, knowledge of resource's reputation, social skills for talking and interacting with others). (IF.A.2.In.1, IF.A.2.Su.1)

Specify community service(s): \_\_\_\_\_

5.6. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_\_\_ o hair care \_\_\_\_\_ o laundromat \_\_\_\_\_ o dry cleaner  
\_\_\_\_\_ o other: \_\_\_\_\_

5.7. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_\_\_ o library \_\_\_\_\_ o parks and recreation  
\_\_\_\_\_ o public safety \_\_\_\_\_ o transportation  
\_\_\_\_\_ o other: \_\_\_\_\_

5.8. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_\_\_ o department stores \_\_\_\_\_ o convenience stores \_\_\_\_\_ o drug stores  
\_\_\_\_\_ o grocery stores \_\_\_\_\_ o hardware stores \_\_\_\_\_ o specialty stores  
\_\_\_\_\_ o flea markets \_\_\_\_\_ o second hand stores \_\_\_\_\_ o garage sales  
\_\_\_\_\_ o other: \_\_\_\_\_

5.9. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_\_\_ o restaurants \_\_\_\_\_ o cafeterias \_\_\_\_\_ o fast food chains  
\_\_\_\_\_ o refreshment stands \_\_\_\_\_ o vending machines  
\_\_\_\_\_ o other: \_\_\_\_\_

5.10. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide entertainment (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_\_\_ o movies \_\_\_\_\_ o arenas \_\_\_\_\_ o skating rinks  
\_\_\_\_\_ o video arcades \_\_\_\_\_ o museums—science, art, historical  
\_\_\_\_\_ o other: \_\_\_\_\_

5.11. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_\_\_ o banks \_\_\_\_\_ o credit unions \_\_\_\_\_ o savings and loan  
\_\_\_\_\_ o other: \_\_\_\_\_

5.12. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, following doctor's orders, being on time). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: \_\_\_\_\_ o clinics \_\_\_\_\_ o hospitals \_\_\_\_\_ o doctors' offices  
\_\_\_\_\_ o health departments \_\_\_\_\_ o mental health and guidance clinics  
\_\_\_\_\_ o other: \_\_\_\_\_

5.13. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify activity or task:  
\_\_\_\_\_

### **Traveling**

5.14. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keep track of personal belongings, be aware of environment, know destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

5.15. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)

5.16. Select appropriate transportation when planning a trip (e.g., is financially feasible, offers appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

5.17. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

5.18. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

5.19. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

**6. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance o full o partial  assistive technology o full o partial

**Understanding the Components of the Individual Educational Plan**

6.1. Identify characteristics and purpose of an Individual Educational Plan (IEP).  
(IF.B.1.In.1, IF.B.1.Su.1)

6.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

6.3. Identify steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:  o determine school and post-school outcome desires

o present levels of performance

o develop annual goals and related short-term objectives or benchmarks

o assign responsibility for objectives

o identify needed services, modifications, and supports

6.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:  o employment

o instruction and continuing education

o community participation

o independent living

o agency support

o daily living skills

o course of study and diploma options

6.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

**Participating in the Development of the Individual Educational Plan**

6.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.7. Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:  o in-school—course of study, diploma, extracurricular activities

o post-school—postsecondary training, employment

\_\_\_\_\_ o post-school—living arrangements, community participation

6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

6.10. Assist in identifying the risks and benefits of each option considered in the individual plan. (IF.B.1.In.1, IF.B.1.Su.1)

6.11. Assist in setting annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.13. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

## **7. Use a systematic approach to making decisions about personal goals and activities.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

## **Decision Making**

7.1. Identify the relationship between one's choices and the consequences that may result for self and others. (IF.B.1.In.1, IF.B.1.Su.1)

7.2. Identify the relationship between one's actions and choices and one's system of values and judgment. (IF.B.1.In.1, IF.B.1.Su.1)

7.3. Use age-appropriate decision-making skills. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_\_\_ o recognizing there is a problem to be resolved or decision to be made  
\_\_\_\_\_ o generating choices  
\_\_\_\_\_ o considering choices  
\_\_\_\_\_ o making a decision  
\_\_\_\_\_ o evaluating the effectiveness of the decision and its possible consequences  
\_\_\_\_\_ o other: \_\_\_\_\_

7.4. Identify weaknesses in own decision-making processes and strategies for correcting them. (IF.B.1.In.1, IF.B.1.Su.1)

7.5. Identify specific routine decisions that may have long-term consequences on goals and desires (e.g., what classes to choose, whether or not to finish homework, how to spend free time, how much help to give family). (IF.B.1.In.1, IF.B.1.Su.1)

## **Planning Process for Personal Goals and Activities**

7.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

7.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you stay on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

7.8. Identify criteria to be used to determine when a plan is needed (e.g., task is complex, choices need to be made, decision has a long-term impact). (IF.B.1.In.1, IF.B.1.Su.1)

7.9. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_\_\_ o identify goal or outcome  
\_\_\_\_\_ o identify needed resources  
\_\_\_\_\_ o determine major tasks  
\_\_\_\_\_ o schedule tasks  
\_\_\_\_\_ o other: \_\_\_\_\_

7.10. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_\_\_ o individuals—family members, supervisors, teachers  
\_\_\_\_\_ o agencies—government agencies, religious organizations, schools  
\_\_\_\_\_ o other: \_\_\_\_\_

### **Using Self-appraisal for Personal Goals**

7.11. Complete a self-appraisal to identify personal strengths and weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

7.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

7.13. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

### **Determining Options and Risks for Personal Goals**

7.14. Identify alternatives and choices available to reach personal goals (e.g., losing weight—start exercise program, diet, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

7.15. Identify the risks and benefits associated with each alternative (e.g., dieting risks—body may not get its necessary vitamins, may take dieting to an extreme; benefits—lower cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

7.16. Identify the impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

7.17. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, talking to a relative about your future and then making plans to get a job). (IF.B.1.In.1, IF.B.1.Su.1)

### **Setting Personal Goals**

7.18. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_\_\_ o short-term goals  
\_\_\_\_\_ o long-term goals  
\_\_\_\_\_ o other: \_\_\_\_\_

7.19. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle, not planning too many tasks per day/week/month). (IF.B.1.In.1, IF.B.1.Su.1)

7.20. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

7.21. Set school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

7.22. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)

7.23. Set personal goals related to participation in community activities (e.g., attend religious service; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

7.24. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)

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

### **Making Plans to Implement Personal Goals**

7.25. Make a plan to implement personal goals (e.g., identify steps; write the steps on paper; have someone look over steps, when assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

7.26. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need an hour depending on extent of repairs, need an open space, need tools; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain sample test). (IF.B.1.In.1, IF.B.1.Su.1)

7.27. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

### **Carrying Out Personal Plans**

7.28. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plan accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)

7.29. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

7.30. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop strategy or plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)



### **Monitoring Progress and Making Adjustments to Personal Plans**

7.31. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status of plans, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

7.32. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

7.33. Adapt plan and personal goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

7.34. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)

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

### **8. Use systematic approaches to solve problems encountered in school, home, and 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.2 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

## Identifying Personal Problems

8.1. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, being teased, not completing assignment). (CL.B.4.In.1, CL.B.4.Su.1)

8.2. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

8.3. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights). (CL.B.4.In.1, CL.B.4.Su.1)

8.4. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, getting in trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

8.5. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

8.6. Identify possible reasons for existing problems in personal life (e.g., poor eating habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)

8.7. Identify problems that lead to the breakdown of major goals in personal life (e.g., tobacco, alcohol, or other drug abuse; socializing with inappropriate groups; lack of perseverance). (CL.B.4.In.1, CL.B.4.Su.1)

8.8. Analyze possible outcomes of problems in personal life (e.g., feeling isolated, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)

8.9. Accept assistance with and participate in identifying a problem in a personal care or productive activity. (CL.B.4.Pa.1)

Specify: \_\_\_\_\_

8.10. Accept assistance with and participate in identifying a problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Specify: \_\_\_\_\_

## Applying Problem-Solving Strategies

8.11. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)

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

8.12. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

8.13. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

8.14. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)

Specify: \_\_\_\_\_ o brainstorming—identifying all solutions that come to mind  
\_\_\_\_\_ o identifying steps—when a complicated task is involved  
\_\_\_\_\_ o estimating—when numbers are involved  
\_\_\_\_\_ o matching consequences to actions—for cause and effect  
\_\_\_\_\_ o troubleshooting—finding problems within a work process  
\_\_\_\_\_ o creative thinking—when multiple solutions are acceptable  
\_\_\_\_\_ o modeling—basing actions on those of a good example  
\_\_\_\_\_ o other: \_\_\_\_\_

8.15. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

8.16. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

8.17. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning a room—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)

8.18. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out in class without knowing exactly how many classmates are attending). (CL.B.4.In.1, CL.B.4.Su.1)

8.19. Match consequences to decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

8.20. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating conflicts prior to scheduling classes). (CL.B.4.In.1, CL.B.4.Su.1)

8.21. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

8.22. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors of successful students that lead to desired performance, use these techniques; personal life—identify crowd that does not use tobacco, alcohol, and other drugs, identify their refusal skills, use same skills when offered tobacco, alcohol, and other drugs). (CL.B.4.In.1, CL.B.4.Su.1)

### **Evaluating Alternative Solutions**

8.23. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus—catch next bus, get a ride, walk). (CL.B.4.In.1, CL.B.4.Su.1)

8.24. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., forgot to bring homework, so turn in late—lower grade, not accepted by teacher). (CL.B.4.In.1, CL.B.4.Su.1)

8.25. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)

8.26. Analyze consequences of each alternative course of action for solving a particular problem in personal life. (CL.B.4.In.1, CL.B.4.Su.1)

8.27. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if this switch is pressed, the TV will come on). (CL.B.4.Pa.1)

Specify: \_\_\_\_\_

8.28. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, to indicate want or need). (CL.B.4.Pa.1)

Specify: \_\_\_\_\_

### **Implementing Solutions**

8.29. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

8.30. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)

8.31. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a

subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2, CL.B.4.Su.2)

8.32. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, an spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

8.33. Use appropriate techniques or tools to solve problems in personal life (e.g., apply active listening skills, make a checklist of solutions to problems). (CL.B.4.In.2, CL.B.4.Su.2)

8.34. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)

8.35. Accept assistance with and participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)

Specify setting: \_\_\_\_\_ o home \_\_\_\_\_ o school \_\_\_\_\_ o community

8.36. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)

Specify location: \_\_\_\_\_ o home \_\_\_\_\_ o school \_\_\_\_\_ o community

8.37. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)

Specify location: \_\_\_\_\_ o home \_\_\_\_\_ o school \_\_\_\_\_ o community

### **Evaluating Effectiveness of Solution**

8.38. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

8.39. Determine impact of decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

### **Planning Class Assignments**

8.40. Identify purposes of planning class assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

8.41. Identify components of a plan to complete a class assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast;

identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

8.42. Identify, prioritize, and schedule task responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

8.43. Accept assistance with and participate in the sequence of tasks or activities of preparing for class routines. (CL.C.2.Pa.1)

Specify routine: \_\_\_\_\_

## **9. Use appropriate skills when communicating with others.**

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance o full o partial  assistive technology o full o partial

### **Understanding the Concept of Communication**

9.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; way to convey desires, feelings, ideas, and needs; response to others). (CO.A.1.In.1, CO.A.1.Su.1)

9.2. Identify the forms of “verbal” language used in communication (e.g., spoken or written words, phrases, sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

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

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

9.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)

9.6. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

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

9.7. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)

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

9.8. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)

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

9.9. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, talking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_ o tone of voice \_\_\_\_\_ o pitch  
\_\_\_\_\_ o fluency (rate and rhythm) \_\_\_\_\_ o loudness  
\_\_\_\_\_ o duration \_\_\_\_\_ o other: \_\_\_\_\_

Specify situation:

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### **Listening**

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

9.11. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

9.12. Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding

head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

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

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

9.14. Use strategies to improve listening (e.g., empathize and “read” people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

9.15. Use strategies to determine if effective communication has taken place (e.g., asking if a person understands, checking the responses of others to the communication, making a follow-up call to see if the message was received). (CO.A.1.In.1, CO.A.1.Su.1)

### **Communicating Desires, Feelings, and Needs**

9.16. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_ o requests \_\_\_\_\_ o refusals \_\_\_\_\_ o other: \_\_\_\_\_

9.17. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)

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

9.18. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)

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

9.19. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_ o opinions \_\_\_\_\_ o facts \_\_\_\_\_ o affection \_\_\_\_\_ o anger  
\_\_\_\_\_ o joy \_\_\_\_\_ o sadness \_\_\_\_\_ o other: \_\_\_\_\_



9.20. Use appropriate language to express need for assistance in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

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

### **Responding to Communication**

9.21. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use “I” statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

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

9.22. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)

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

9.23. Respond to other’s generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the object or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

9.24. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

9.25. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

9.26. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)

Specify: \_\_\_\_\_ o with family \_\_\_\_\_ o with friends  
\_\_\_\_\_ o with other familiar persons \_\_\_\_\_ o with unfamiliar persons

9.27. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)

Specify: \_\_\_\_\_ o intentional body or head movement—move or turn toward speaker  
\_\_\_\_\_ o facial expressions—look at speaker, smile, blink  
\_\_\_\_\_ o oral communication—respond verbally  
\_\_\_\_\_ o gesture—nod head, sign

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

9.28. Respond to cued commands (e.g., verbal—saying someone’s name; nonverbal signs—gestures indicating come here, stop, one minute). (CO.A.1.Pa.1)

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

### **Using Greetings and Conversations**

9.29. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.30. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

9.31. Use appropriate greetings when meeting other persons in various situations (e.g., formal—“Hello...”; informal—“Hi !” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)

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

9.32. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)

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

9.33. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_ o with family \_\_\_\_\_ o with friends  
\_\_\_\_\_ o with other familiar persons \_\_\_\_\_ o with unfamiliar persons

9.34. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)

9.35. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment, please.” “May I take a message?” “May I please speak to. . .?” “This is she/he.” “Thank you for calling.”). (CO.A.1.In.1, CO.A.1.Su.1)

### **Giving and Receiving Feedback**

9.36. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

9.37. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

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

9.38. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

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

9.39. Give effective feedback to others (e.g., by saying things like “You are doing great.” “Try to do five more.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)

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

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

4.0 Appraise how legislation such as the Americans with Disabilities Act and Child

Labor Laws regulates employee rights.

### **Self- Awareness**

5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.

6.0 Identify five values that they consider important in making a career choice.

7.0 Identify skills needed for career choices and match to personal abilities.

8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.

9.0 Identify strengths and areas in which assistance is needed at school.

10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

<b>Course Number:</b>	7821030
<b>Course Title:</b>	Career and Education Planning: 6–8
<b>Number of Credits:</b>	
<b>Course Length:</b>	Semester
<b>General Notes:</b>	<p><b>PURPOSE</b> The purpose of this course is to enable students with disabilities to explore careers and begin the process of designing a career and education plan.</p> <p><b>COURSE REQUIREMENTS</b></p> <p><b>Understanding the Workplace</b></p> <ol style="list-style-type: none"> <li>1. Describe how work relates to the economy, society, and personal fulfillment.</li> <li>2. Describe the effects that changes in the economy, society, and technology have on employment and future training.</li> <li>3. Explain how personal fulfillment relates to career planning and lifelong learning.</li> <li>4. Identify the basic rights of employees under the Americans with Disabilities Act, Occupational Safety and Health Administration, the Rehabilitation Act, the Fair Labor Standards Act, and child labor laws.</li> </ol> <p><b>Self-Awareness/Self-Determination</b></p> <ol style="list-style-type: none"> <li>5. Use results of transition assessments to identify personal interest areas and their relationship to careers/career clusters.</li> <li>6. Identify how personal values relate to making a career choice.</li> <li>7. Match abilities with the knowledge and skills needed for career choices.</li> <li>8. Apply skills of self-determination and self-advocacy to participate in the career-planning process and as appropriate in the individual educational plan (IEP) process.</li> <li>9. Identify attributes of positive self-esteem and personal feelings of self-efficacy.</li> <li>10. Identify personal strengths and areas in which assistance and accommodations are needed at school.</li> </ol> <p><b>Exploring Careers</b></p> <ol style="list-style-type: none"> <li>11. Access and use information about career and education planning available through the Internet and other sources.</li> <li>12. Use career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.</li> <li>13. Identify skills that transfer from one occupation to another.</li> </ol>

14. Explain how motivation and educational achievement relate to career success.

### **Goal Setting and Decision Making**

15. Identify the steps of a systematic process to make career decisions.

16. Identify processes for developing, implementing, and evaluating short- and long-term goals.

### **Workplace Skills**

17. Demonstrate personal qualities, such as dependability, punctuality, responsibility, integrity, getting along with others, personal grooming, and effective communication, that are needed to be successful and to meet the demands of the workplace and various educational settings.

18. Demonstrate employability skills, such as working on a team, problem solving, and using organizational skills.

19. Demonstrate appropriate etiquette regarding the use of technology, such as the cell phone, computers, and portable music/video devices, in the work place.

20. Identify inappropriate behaviors in the workplace that may limit employment opportunities.

### **Career and Education Planning**

21. Describe the course of study required for high school exit options, such as standard diploma, special diploma, and performance-based diploma.

22. Describe the impact of different high school exit options on post-school opportunities and career plans.

23. Develop a career and education plan that includes short- and long-term goals.

24. Describe ways that extracurricular activities can be incorporated in career and education planning.

### **Understanding Financial Independence**

25. Describe the relationship between education/training and effect on level of financial independence, such as future income and lifestyle.

26. Explain how to design a budget to manage personal finances effectively.

### **Job Search**

27. Demonstrate skills to complete a job application.

28. Demonstrate essential skills and behaviors in mock job interviews.

	<p><b>NOTES</b></p> <p>The career and education planning course required by Section 1003.4156, Florida Statutes, may be integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students (FACTS) at <a href="http://facts23.facts.org">http://facts23.facts.org</a>, and shall result in the completion of a personalized academic and career plan for students who are age 14 and above. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers.</p> <p>The course may be repeated, and the particular course requirements that the student should master must be specified on an individual basis.</p> <p>This course is designed to reflect the wide range of abilities within the population of students with disabilities. The course requirements may be modified based on individual needs.</p>
<b>Certification:</b>	<p>ANY EXCEPT ED FIELD ANY VOCATIONAL FIELD OR COVERAGE</p>



# Course: 7821026 Access M/J United States History & Career Planning

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1803.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	7821026
<b>Course Title:</b>	Access M/J United States History & Career Planning
<b>Course Abbreviated Title:</b>	Access M/J United States History & Career Planning
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas »
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved

## RELATED ACCESS POINTS: Independent(85) Supported(85) Participatory(85)

<b><a href="#">SS.8.A.1.1:</a></b>	<p>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <b><a href="#">SS.8.A.1.In.a:</a></b> Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.</li><li>• <b><a href="#">SS.8.A.1.Su.a:</a></b> Select a supporting detail for an answer from a reference and ask questions to gather information.</li><li>• <b><a href="#">SS.8.A.1.Pa.a:</a></b> Ask simple questions to gather information.</li></ul>
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<p><a href="#"><u>SS.8.A.1.2:</u></a></p>	<p>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.1.In.b:</u></a> Interpret graphs, maps, photographs, and timelines.</li> <li>• <a href="#"><u>SS.8.A.1.Su.b:</u></a> Interpret simple graphs, maps, photographs, and pictorial timelines.</li> <li>• <a href="#"><u>SS.8.A.1.Pa.b:</u></a> Gather information from simple maps, photographs, and pictorial timelines.</li> </ul>
<p><a href="#"><u>SS.8.A.1.3:</u></a></p>	<p>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.1.In.c:</u></a> Identify current events relevant to American History topics using media resources and print.</li> <li>• <a href="#"><u>SS.8.A.1.Su.c:</u></a> Recognize current events relevant to American History topics using media resources and print.</li> <li>• <a href="#"><u>SS.8.A.1.Pa.c:</u></a> Recognize a current event in a media resource or book.</li> </ul>
<p><a href="#"><u>SS.8.A.1.4:</u></a></p>	<p>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.1.In.d:</u></a> Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.</li> <li>• <a href="#"><u>SS.8.A.1.Su.d:</u></a> Recognize fact and opinion and use appropriate resources and support materials to gather information.</li> <li>• <a href="#"><u>SS.8.A.1.Pa.d:</u></a> Use appropriate resources to obtain factual information.</li> </ul>
<p><a href="#"><u>SS.8.A.1.5:</u></a></p>	<p>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.1.In.e</a>: Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.</li> <li>• <a href="#">SS.8.A.1.Su.e</a>: Recognize the author and purpose of significant historical documents.</li> <li>• <a href="#">SS.8.A.1.Pa.e</a>: Use appropriate resources to obtain factual information.</li> </ul>
<p><a href="#">SS.8.A.1.6:</a></p>	<p>Compare interpretations of key events and issues throughout American History.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.1.In.f</a>: Identify similarities and differences in points of view of historical interpretations of key events.</li> <li>• <a href="#">SS.8.A.1.Su.f</a>: Recognize differences in points of view of historical interpretations of key events.</li> <li>• <a href="#">SS.8.A.1.Pa.f</a>: Use appropriate resources to obtain factual information.</li> </ul>
<p><a href="#">SS.8.A.1.7:</a></p>	<p>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.1.In.g</a>: Identify well-known historical events shown in art, writings, music, and artifacts.</li> <li>• <a href="#">SS.8.A.1.Su.g</a>: Recognize well-known historical events shown in art, writings, music, or artifacts.</li> <li>• <a href="#">SS.8.A.1.Pa.g</a>: Recognize a well-known historical event shown in art or artifacts.</li> </ul>
<p><a href="#">SS.8.A.2.1:</a></p>	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.In.a</a>: Recognize important differences among the European nations struggling for control over colonization of North America.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.Su.a</a>: Recognize an important difference of each of the European nations struggling for control over colonization of North America.</li> <li>• <a href="#">SS.8.A.2.Pa.a</a>: Recognize that different groups fought for ownership of the same land.</li> </ul>
<a href="#">SS.8.A.2.2:</a>	<p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.In.b</a>: Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns.</li> <li>• <a href="#">SS.8.A.2.Su.b</a>: Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns.</li> <li>• <a href="#">SS.8.A.2.Pa.b</a>: Recognize social aspects of living in a colony.</li> </ul>
<a href="#">SS.8.A.2.3:</a>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.In.c</a>: Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.</li> <li>• <a href="#">SS.8.A.2.Su.c</a>: Recognize a characteristic of economic systems in the colonies, including the use of slaves.</li> <li>• <a href="#">SS.8.A.2.Pa.c</a>: Recognize that workers are part of an economic system.</li> </ul>
<a href="#">SS.8.A.2.4:</a>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.In.d</a>: Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.Su.d</a>: Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.</li> <li>• <a href="#">SS.8.A.2.Pa.d</a>: Recognize leaders who guide other people.</li> </ul>
<a href="#">SS.8.A.2.5</a> :	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.In.e</a>: Identify the impact of colonial settlement on Native Americans.</li> <li>• <a href="#">SS.8.A.2.Su.e</a>: Recognize the impact of colonial settlement on Native Americans.</li> <li>• <a href="#">SS.8.A.2.Pa.e</a>: Recognize a change due to colonial settlement.</li> </ul>
<a href="#">SS.8.A.2.6</a> :	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.In.f</a>: Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.</li> <li>• <a href="#">SS.8.A.2.Su.f</a>: Identify an outcome of the French and Indian War, such as that the French lost to the English.</li> <li>• <a href="#">SS.8.A.2.Pa.f</a>: Recognize a change due to colonial settlement.</li> </ul>
<a href="#">SS.8.A.2.7</a> :	<p>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.2.In.g</a>: Identify contributions of Africans, Native Americans, women, and children to colonial America.</li> <li>• <a href="#">SS.8.A.2.Su.g</a>: Recognize contributions of Africans, Native Americans, women, and children to colonial America.</li> <li>• <a href="#">SS.8.A.2.Pa.g</a>: Recognize a contribution of a key group to colonial society.</li> </ul>
<a href="#">SS.8.A.3.1</a> :	<p>Explain the consequences of the French and Indian War in British</p>

	<p>policies for the American colonies from 1763 - 1774.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.a</a>: Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.</li> <li>• <a href="#">SS.8.A.3.Su.a</a>: Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.</li> <li>• <a href="#">SS.8.A.3.Pa.a</a>: Recognize that the colonists were unhappy with British rule.</li> </ul>
<p><a href="#">SS.8.A.3.2</a>:</p>	<p>Explain American colonial reaction to British policy from 1763 - 1774.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.b</a>: Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.</li> <li>• <a href="#">SS.8.A.3.Su.b</a>: Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.</li> <li>• <a href="#">SS.8.A.3.Pa.b</a>: Recognize that the colonists were unhappy with British rule.</li> </ul>
<p><a href="#">SS.8.A.3.3</a>:</p>	<p>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.c</a>: Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.</li> <li>• <a href="#">SS.8.A.3.Su.c</a>: Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.</li> <li>• <a href="#">SS.8.A.3.Pa.c</a>: Recognize a Founding Father, such as George Washington.</li> </ul>

<p><a href="#"><u>SS.8.A.3.4:</u></a></p>	<p>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.3.In.d:</u></a> Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.</li> <li>• <a href="#"><u>SS.8.A.3.Su.d:</u></a> Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.</li> <li>• <a href="#"><u>SS.8.A.3.Pa.d:</u></a> Recognize ways groups help during times of war.</li> </ul>
<p><a href="#"><u>SS.8.A.3.5:</u></a></p>	<p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.3.In.e:</u></a> Identify the influence of individuals on social and political developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.</li> <li>• <a href="#"><u>SS.8.A.3.Su.e:</u></a> Recognize an influence of an individual on social and political developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.</li> <li>• <a href="#"><u>SS.8.A.3.Pa.e:</u></a> Recognize that an individual can influence social developments.</li> </ul>
<p><a href="#"><u>SS.8.A.3.6:</u></a></p>	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.3.In.f:</u></a> Identify major causes, events, and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.Su.f</a>: Recognize major causes and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</li> <li>• <a href="#">SS.8.A.3.Pa.f</a>: Recognize that the colonists were unhappy with British rule.</li> </ul>
<a href="#">SS.8.A.3.7</a> :	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.g</a>: Identify important content of the Declaration of Independence.</li> <li>• <a href="#">SS.8.A.3.Su.g</a>: Recognize the key ideas included in the Declaration of Independence.</li> <li>• <a href="#">SS.8.A.3.Pa.g</a>: Recognize freedom as a goal of the Declaration of Independence.</li> </ul>
<a href="#">SS.8.A.3.8</a> :	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.h</a>: Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.</li> <li>• <a href="#">SS.8.A.3.Su.h</a>: Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.</li> <li>• <a href="#">SS.8.A.3.Pa.h</a>: Recognize ways groups help during times of war.</li> </ul>
<a href="#">SS.8.A.3.9</a> :	<p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.i</a>: Identify major characteristics of the Articles of</li> </ul>



	<p>Confederation, such as a weak central government and power for the states.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.Su.i</a>: Recognize that the Articles of Confederation set up a weak central government.</li> <li>• <a href="#">SS.8.A.3.Pa.i</a>: Recognize that people can work together to set up a government.</li> </ul>
<p><a href="#">SS.8.A.3.10</a>:</p>	<p>Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.j</a>: Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.</li> <li>• <a href="#">SS.8.A.3.Su.j</a>: Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.</li> <li>• <a href="#">SS.8.A.3.Pa.j</a>: Recognize a way individuals or groups reach agreement.</li> </ul>
<p><a href="#">SS.8.A.3.11</a>:</p>	<p>Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.k</a>: Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.</li> <li>• <a href="#">SS.8.A.3.Su.k</a>: Recognize that some people supported and others opposed the Constitution.</li> <li>• <a href="#">SS.8.A.3.Pa.k</a>: Recognize a way individuals or groups reach agreement.</li> </ul>
<p><a href="#">SS.8.A.3.12</a>:</p>	<p>Examine the influences of George Washington's presidency in the</p>

	<p>formation of the new nation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.l</a>: Identify influences of George Washington’s presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.</li> <li>• <a href="#">SS.8.A.3.Su.l</a>: Recognize an influence of George Washington’s presidency, such as forming the Cabinet and establishing a national bank and money system.</li> <li>• <a href="#">SS.8.A.3.Pa.l</a>: Recognize that George Washington was the first president.</li> </ul>
<p><a href="#">SS.8.A.3.13</a>:</p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.m</a>: Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).</li> <li>• <a href="#">SS.8.A.3.Su.m</a>: Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).</li> <li>• <a href="#">SS.8.A.3.Pa.m</a>: Recognize that new leaders bring changes to the country.</li> </ul>
<p><a href="#">SS.8.A.3.14</a>:</p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.3.In.n</a>: Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.</li> <li>• <a href="#">SS.8.A.3.Su.n</a>: Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.</li> <li>• <a href="#">SS.8.A.3.Pa.n</a>: Recognize that new leaders bring changes to</li> </ul>

	the country.
<p><a href="#"><u>SS.8.A.3.15:</u></a></p>	<p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.3.In.o:</u></a> Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.</li> <li>• <a href="#"><u>SS.8.A.3.Su.o:</u></a> Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.</li> <li>• <a href="#"><u>SS.8.A.3.Pa.o:</u></a> Recognize an aspect of the quality of life.</li> </ul>
<p><a href="#"><u>SS.8.A.3.16:</u></a></p>	<p>Examine key events in Florida history as each impacts this era of American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.3.In.p:</u></a> Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.</li> <li>• <a href="#"><u>SS.8.A.3.Su.p:</u></a> Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.</li> <li>• <a href="#"><u>SS.8.A.3.Pa.p:</u></a> Recognize a consequence of a key event in Florida during this era of American history.</li> </ul>
<p><a href="#"><u>SS.8.A.4.1:</u></a></p>	<p>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.a</a>: Identify major events and consequences of America’s westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.</li> <li>• <a href="#">SS.8.A.4.Su.a</a>: Recognize major events and consequences of America’s westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.</li> <li>• <a href="#">SS.8.A.4.Pa.a</a>: Recognize a consequence of America’s westward expansion.</li> </ul>
<p><a href="#">SS.8.A.4.2</a>:</p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.b</a>: Identify reasons why people supported or opposed slavery in the western territories and Florida.</li> <li>• <a href="#">SS.8.A.4.Su.b</a>: Recognize why people supported or opposed slavery in the western territories and Florida.</li> <li>• <a href="#">SS.8.A.4.Pa.b</a>: Recognize that groups did not agree about slavery.</li> </ul>
<p><a href="#">SS.8.A.4.3</a>:</p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.c</a>: Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.</li> <li>• <a href="#">SS.8.A.4.Su.c</a>: Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.</li> <li>• <a href="#">SS.8.A.4.Pa.c</a>: Recognize a consequence of America’s westward expansion.</li> </ul>
<p><a href="#">SS.8.A.4.4</a>:</p>	<p>Discuss the impact of westward expansion on cultural practices and</p>

	<p>migration patterns of Native American and African slave populations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.d</a>: Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.</li> <li>• <a href="#">SS.8.A.4.Su.d</a>: Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.</li> <li>• <a href="#">SS.8.A.4.Pa.d</a>: Recognize a consequence of America’s westward expansion.</li> </ul>
<p><a href="#">SS.8.A.4.5:</a></p>	<p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.e</a>: Identify how transportation changed America’s economy in the 1800s.</li> <li>• <a href="#">SS.8.A.4.Su.e</a>: Recognize how transportation changed America’s economy in the 1800s.</li> <li>• <a href="#">SS.8.A.4.Pa.e</a>: Recognize an effect of transportation.</li> </ul>
<p><a href="#">SS.8.A.4.6:</a></p>	<p>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.f</a>: Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.</li> <li>• <a href="#">SS.8.A.4.Su.f</a>: Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.</li> <li>• <a href="#">SS.8.A.4.Pa.f</a>: Recognize the benefit of an invention.</li> </ul>
<p><a href="#">SS.8.A.4.7:</a></p>	<p>Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.g</a>: Identify working conditions in textile mills in New England as they affected women and children.</li> <li>• <a href="#">SS.8.A.4.Su.g</a>: Recognize working conditions in textile mills in New England in the 1800s.</li> <li>• <a href="#">SS.8.A.4.Pa.g</a>: Recognize a characteristic of poor working conditions.</li> </ul>
<p><a href="#">SS.8.A.4.8:</a></p>	<p>Describe the influence of individuals on social and political developments of this era in American History.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.h</a>: Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</li> <li>• <a href="#">SS.8.A.4.Su.h</a>: Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</li> <li>• <a href="#">SS.8.A.4.Pa.h</a>: Recognize a social justice issue.</li> </ul>
<p><a href="#">SS.8.A.4.9:</a></p>	<p>Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.i</a>: Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</li> <li>• <a href="#">SS.8.A.4.Su.i</a>: Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.Pa.i</a>: Recognize a social justice issue.</li> </ul>
<p><a href="#">SS.8.A.4.10</a>:</p>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.j</a>: Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.</li> <li>• <a href="#">SS.8.A.4.Su.j</a>: Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.</li> <li>• <a href="#">SS.8.A.4.Pa.j</a>: Recognize the benefit of an invention.</li> </ul>
<p><a href="#">SS.8.A.4.11</a>:</p>	<p>Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.k</a>: Identify characteristics of slave life on plantations, including resistance efforts.</li> <li>• <a href="#">SS.8.A.4.Su.k</a>: Recognize characteristics of slave life on plantations.</li> <li>• <a href="#">SS.8.A.4.Pa.k</a>: Recognize a characteristic of slave life on a plantation.</li> </ul>
<p><a href="#">SS.8.A.4.12</a>:</p>	<p>Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.l</a>: Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.</li> <li>• <a href="#">SS.8.A.4.Su.l</a>: Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.</li> <li>• <a href="#">SS.8.A.4.Pa.l</a>: Recognize an unintended effect of a revolution.</li> </ul>
<p><a href="#">SS.8.A.4.13</a>:</p>	<p>Explain the consequences of landmark Supreme Court decisions</p>

	<p>(McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.m</a>: Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.</li> <li>• <a href="#">SS.8.A.4.Su.m</a>: Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.</li> <li>• <a href="#">SS.8.A.4.Pa.m</a>: Recognize a social justice issue.</li> </ul>
<p><a href="#">SS.8.A.4.14:</a></p>	<p>Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.n</a>: Identify the major causes, events, and consequences of the women's suffrage movement.</li> <li>• <a href="#">SS.8.A.4.Su.n</a>: Recognize the major cause and consequences of the women's suffrage movement.</li> <li>• <a href="#">SS.8.A.4.Pa.n</a>: Recognize that women can vote.</li> </ul>
<p><a href="#">SS.8.A.4.15:</a></p>	<p>Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.o</a>: Identify literature that supported social reform in the era of westward expansion.</li> <li>• <a href="#">SS.8.A.4.Su.o</a>: Recognize stories and poems written to support social reform in the era of westward expansion.</li> <li>• <a href="#">SS.8.A.4.Pa.o</a>: Recognize that stories tell about the era of westward expansion.</li> </ul>
<p><a href="#">SS.8.A.4.16:</a></p>	<p>Identify key ideas and influences of Jacksonian democracy.</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.p</a>: Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.</li> <li>• <a href="#">SS.8.A.4.Su.p</a>: Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.</li> <li>• <a href="#">SS.8.A.4.Pa.p</a>: Recognize that new leaders bring change to the government.</li> </ul>
<p><a href="#">SS.8.A.4.17</a>:</p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.g</a>: Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.</li> <li>• <a href="#">SS.8.A.4.Su.q</a>: Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</li> <li>• <a href="#">SS.8.A.4.Pa.q</a>: Recognize that Florida became a state.</li> </ul>
<p><a href="#">SS.8.A.4.18</a>:</p>	<p>Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.4.In.r</a>: Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.</li> <li>• <a href="#">SS.8.A.4.Su.r</a>: Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</li> <li>• <a href="#">SS.8.A.4.Pa.r</a>: Recognize a contribution of a key group to</li> </ul>

	<p>Florida's culture.</p>
<p><a href="#"><u>SS.8.A.5.1:</u></a></p>	<p>Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.5.In.a:</u></a> Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.</li> <li>• <a href="#"><u>SS.8.A.5.Su.a:</u></a> Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.</li> <li>• <a href="#"><u>SS.8.A.5.Pa.a:</u></a> Recognize that groups of people disagreed about slavery.</li> </ul>
<p><a href="#"><u>SS.8.A.5.2:</u></a></p>	<p>Analyze the role of slavery in the development of sectional conflict.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.5.In.b:</u></a> Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.</li> <li>• <a href="#"><u>SS.8.A.5.Su.b:</u></a> Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.</li> <li>• <a href="#"><u>SS.8.A.5.Pa.b:</u></a> Recognize that groups of people disagreed about slavery.</li> </ul>
<p><a href="#"><u>SS.8.A.5.3:</u></a></p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.5.In.c:</u></a> Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.</li> <li>• <a href="#"><u>SS.8.A.5.Su.c:</u></a> Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the</li> </ul>

	<p>Confederate States in the Civil War or the Emancipation Proclamation.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.5.Pa.c</a>: Recognize that President Abraham Lincoln ended slavery.</li> </ul>
<p><a href="#">SS.8.A.5.4</a>:</p>	<p>Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.5.In.d</a>: Identify the Union and Confederate States at the outbreak of the Civil War.</li> <li>• <a href="#">SS.8.A.5.Su.d</a>: Recognize the Union and Confederate States at the outbreak of the Civil War.</li> <li>• <a href="#">SS.8.A.5.Pa.d</a>: Recognize that states disagreed about slavery.</li> </ul>
<p><a href="#">SS.8.A.5.5</a>:</p>	<p>Compare Union and Confederate strengths and weaknesses.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.5.In.e</a>: Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</li> <li>• <a href="#">SS.8.A.5.Su.e</a>: Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</li> <li>• <a href="#">SS.8.A.5.Pa.e</a>: Recognize a strength of groups in a war.</li> </ul>
<p><a href="#">SS.8.A.5.6</a>:</p>	<p>Compare significant Civil War battles and events and their effects on civilian populations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.A.5.In.f</a>: Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.</li> <li>• <a href="#">SS.8.A.5.Su.f</a>: Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.</li> <li>• <a href="#">SS.8.A.5.Pa.f</a>: Recognize a strength of groups in a war.</li> </ul>

<p><a href="#"><u>SS.8.A.5.7:</u></a></p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.5.In.g:</u></a> Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</li> <li>• <a href="#"><u>SS.8.A.5.Su.g:</u></a> Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</li> <li>• <a href="#"><u>SS.8.A.5.Pa.g:</u></a> Recognize an aspect of the quality of life during the time of the Civil War.</li> </ul>
<p><a href="#"><u>SS.8.A.5.8:</u></a></p>	<p>Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.A.5.In.h:</u></a> Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.</li> <li>• <a href="#"><u>SS.8.A.5.Su.h:</u></a> Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.</li> <li>• <a href="#"><u>SS.8.A.5.Pa.h:</u></a> Recognize an aspect of the quality of life during Reconstruction.</li> </ul>
<p><a href="#"><u>SS.8.C.1.1:</u></a></p>	<p>Identify the constitutional provisions for establishing citizenship.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.8.C.1.In.a:</u></a> Identify ways the Constitution provides for</li> </ul>

	<p>citizenship, such as being born and being naturalized in the United States.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.C.1.Su.a</a>: Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.</li> <li>• <a href="#">SS.8.C.1.Pa.a</a>: Recognize that people who are born in the United States are citizens.</li> </ul>
<p><a href="#">SS.8.C.1.2</a>:</p>	<p>Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.C.1.In.b</a>: Identify different views held by colonists on self-government and rights and responsibilities of citizens.</li> <li>• <a href="#">SS.8.C.1.Su.b</a>: Recognize different views that colonists held about the rights and responsibilities of citizens.</li> <li>• <a href="#">SS.8.C.1.Pa.b</a>: Recognize a responsibility of citizens, such as keeping informed.</li> </ul>
<p><a href="#">SS.8.C.1.3</a>:</p>	<p>Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.C.1.In.c</a>: Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.</li> <li>• <a href="#">SS.8.C.1.Su.c</a>: Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.</li> <li>• <a href="#">SS.8.C.1.Pa.c</a>: Recognize an activity of citizens that reflects civic virtue, such as voting.</li> </ul>
<p><a href="#">SS.8.C.1.4</a>:</p>	<p>Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.8.C.1.In.d</a>: Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.</li> <li>• <a href="#">SS.8.C.1.Su.d</a>: Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting.</li> <li>• <a href="#">SS.8.C.1.Pa.d</a>: Recognize an activity of citizens that reflects civic virtue, such as voting.</li> </ul>
<a href="#">SS.8.C.1.5</a> :	<p>Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.C.1.In.e</a>: Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.</li> <li>• <a href="#">SS.8.C.1.Su.e</a>: Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.</li> <li>• <a href="#">SS.8.C.1.Pa.e</a>: Recognize that the law guarantees individual rights.</li> </ul>
<a href="#">SS.8.C.1.6</a> :	<p>Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.C.1.In.f</a>: Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.</li> <li>• <a href="#">SS.8.C.1.Su.f</a>: Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.</li> <li>• <a href="#">SS.8.C.1.Pa.f</a>: Recognize that men and women can vote in the United States.</li> </ul>
<a href="#">SS.8.C.2.1</a> :	<p>Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the</p>

	<p>colonial period to Reconstruction.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.C.2.In.a</a>: Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.</li> <li>• <a href="#">SS.8.C.2.Su.a</a>: Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.</li> <li>• <a href="#">SS.8.C.2.Pa.a</a>: Recognize that the government in the United States is based on freedom.</li> </ul>
<p><a href="#">SS.8.E.1.1:</a></p>	<p>Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.E.1.In.a</a>: Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.</li> <li>• <a href="#">SS.8.E.1.Su.a</a>: Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.</li> <li>• <a href="#">SS.8.E.1.Pa.a</a>: Recognize that people work for incentives.</li> </ul>
<p><a href="#">SS.8.E.2.1:</a></p>	<p>Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.E.2.In.a</a>: Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.</li> <li>• <a href="#">SS.8.E.2.Su.a</a>: Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.8.E.2.Pa.a</a>: Recognize a contribution of a person to the economy.</li> </ul>
<a href="#">SS.8.E.2.2</a> :	<p>Explain the economic impact of government policies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.E.2.In.b</a>: Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery.</li> <li>• <a href="#">SS.8.E.2.Su.b</a>: Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery.</li> <li>• <a href="#">SS.8.E.2.Pa.b</a>: Recognize that the government collects taxes.</li> </ul>
<a href="#">SS.8.E.2.3</a> :	<p>Assess the role of Africans and other minority groups in the economic development of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.E.2.In.c</a>: Identify the influence and contributions of Africans and other minorities in the economic development of the United States.</li> <li>• <a href="#">SS.8.E.2.Su.c</a>: Recognize contributions of Africans or other minorities in the economic development of the United States.</li> <li>• <a href="#">SS.8.E.2.Pa.c</a>: Recognize a contribution of a person to the economy.</li> </ul>
<a href="#">SS.8.E.3.1</a> :	<p>Evaluate domestic and international interdependence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.E.3.In.a</a>: Identify examples of domestic and international interdependence, such as regional exchange of resources.</li> <li>• <a href="#">SS.8.E.3.Su.a</a>: Recognize ways that countries are interdependent, such as exchange of resources.</li> <li>• <a href="#">SS.8.E.3.Pa.a</a>: Recognize that groups depend on each other.</li> </ul>
<a href="#">SS.8.G.1.1</a> :	<p>Use maps to explain physical and cultural attributes of major regions throughout American history.</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.1.In.a</a>: Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.</li> <li>• <a href="#">SS.8.G.1.Su.a</a>: Use maps to recognize physical or cultural attributes of major regions of the United States.</li> <li>• <a href="#">SS.8.G.1.Pa.a</a>: Use a map to recognize a physical or cultural attribute of the United States.</li> </ul>
<p><a href="#">SS.8.G.1.2:</a></p>	<p>Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.1.In.b</a>: Use appropriate geographic terms and tools to identify places and regions in American history.</li> <li>• <a href="#">SS.8.G.1.Su.b</a>: Use appropriate geographic tools to recognize places and regions of the United States.</li> <li>• <a href="#">SS.8.G.1.Pa.b</a>: Use a map to recognize a physical or cultural attribute of the United States.</li> </ul>
<p><a href="#">SS.8.G.2.1:</a></p>	<p>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.2.In.a</a>: Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.</li> <li>• <a href="#">SS.8.G.2.Su.a</a>: Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.</li> <li>• <a href="#">SS.8.G.2.Pa.a</a>: Recognize the effect of a physical element of a place, such as climate or terrain, on people.</li> </ul>
<p><a href="#">SS.8.G.2.2:</a></p>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.2.In.b</a>: Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.</li> <li>• <a href="#">SS.8.G.2.Su.b</a>: Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.</li> <li>• <a href="#">SS.8.G.2.Pa.b</a>: Recognize a change in a place due to a natural disaster or other event in the United States.</li> </ul>
<p><a href="#">SS.8.G.2.3:</a></p>	<p>Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.2.In.c</a>: Use geographic terms and tools to examine how selected regions in the United States have changed over time.</li> <li>• <a href="#">SS.8.G.2.Su.c</a>: Use geographic tools to identify a way that a region in the United States has changed over time.</li> <li>• <a href="#">SS.8.G.2.Pa.c</a>: Recognize a change in a place due to a natural disaster or other event in the United States.</li> </ul>
<p><a href="#">SS.8.G.3.1:</a></p>	<p>Locate and describe in geographic terms the major ecosystems of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.3.In.a</a>: Locate and identify characteristics of major ecosystems of the United States.</li> <li>• <a href="#">SS.8.G.3.Su.a</a>: Locate and recognize characteristics of selected major ecosystems of the United States.</li> <li>• <a href="#">SS.8.G.3.Pa.a</a>: Recognize a characteristic of a major ecosystem.</li> </ul>
<p><a href="#">SS.8.G.3.2:</a></p>	<p>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United</p>

	<p>States and Florida over time.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.3.In.b</a>: Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.</li> <li>• <a href="#">SS.8.G.3.Su.b</a>: Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.</li> <li>• <a href="#">SS.8.G.3.Pa.b</a>: Recognize a resource as recyclable.</li> </ul>
<a href="#">SS.8.G.4.1:</a>	<p>Interpret population growth and other demographic data for any given place in the United States throughout its history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.4.In.a</a>: Identify changes in population for selected places in the United States over time.</li> <li>• <a href="#">SS.8.G.4.Su.a</a>: Recognize changes in population for selected places in the United States over time.</li> <li>• <a href="#">SS.8.G.4.Pa.a</a>: Recognize that change is a characteristic of population.</li> </ul>
<a href="#">SS.8.G.4.2:</a>	<p>Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.4.In.b</a>: Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.</li> <li>• <a href="#">SS.8.G.4.Su.b</a>: Use geographic tools to recognize effects of migration within the United States, such as westward expansion.</li> <li>• <a href="#">SS.8.G.4.Pa.b</a>: Recognize that change is a characteristic of population.</li> </ul>
<a href="#">SS.8.G.4.3:</a>	<p>Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.4.In.c</a>: Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time.</li> <li>• <a href="#">SS.8.G.4.Su.c</a>: Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time.</li> <li>• <a href="#">SS.8.G.4.Pa.c</a>: Use a geographic tool to recognize characteristics of trade, culture, or migration.</li> </ul>
<p><a href="#">SS.8.G.4.4</a>:</p>	<p>Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.4.In.d</a>: Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.</li> <li>• <a href="#">SS.8.G.4.Su.d</a>: Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.</li> <li>• <a href="#">SS.8.G.4.Pa.d</a>: Use a geographic tool to recognize characteristics of trade, culture, or migration.</li> </ul>
<p><a href="#">SS.8.G.4.5</a>:</p>	<p>Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.4.In.e</a>: Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.</li> <li>• <a href="#">SS.8.G.4.Su.e</a>: Use geographic tools to recognize changes in cities and urban centers in the United States over time.</li> <li>• <a href="#">SS.8.G.4.Pa.e</a>: Recognize characteristics of a city.</li> </ul>
<p><a href="#">SS.8.G.4.6</a>:</p>	<p>Use political maps to describe changes in boundaries and governance</p>

	<p>throughout American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.4.In.f</a>: Use political maps to identify changes in boundaries of the United States throughout American history.</li> <li>• <a href="#">SS.8.G.4.Su.f</a>: Use political maps to recognize changes in boundaries of the United States throughout American history.</li> <li>• <a href="#">SS.8.G.4.Pa.f</a>: Use a map to recognize a boundary.</li> </ul>
<p><a href="#">SS.8.G.5.1:</a></p>	<p>Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.5.In.a</a>: Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.</li> <li>• <a href="#">SS.8.G.5.Su.a</a>: Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.</li> <li>• <a href="#">SS.8.G.5.Pa.a</a>: Recognize that people use natural resources to satisfy basic needs.</li> </ul>
<p><a href="#">SS.8.G.5.2:</a></p>	<p>Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.5.In.b</a>: Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.</li> <li>• <a href="#">SS.8.G.5.Su.b</a>: Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.</li> <li>• <a href="#">SS.8.G.5.Pa.b</a>: Recognize the impact of a human modification on the environment.</li> </ul>
<p><a href="#">SS.8.G.6.1:</a></p>	<p>Use appropriate maps and other graphic representations to analyze</p>

	<p>geographic problems and changes over time throughout American history.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.6.In.a</a>: Use maps and other graphic representations to describe geographic problems and changes in the United States over time.</li> <li>• <a href="#">SS.8.G.6.Su.a</a>: Use a map or other graphic representation to identify a geographic problem or change in the United States.</li> <li>• <a href="#">SS.8.G.6.Pa.a</a>: Use a map or other graphic representation to recognize a geographic change.</li> </ul>
<p><a href="#">SS.8.G.6.2</a>:</p>	<p>Illustrate places and events in U.S. history through the use of narratives and graphic representations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.8.G.6.In.b</a>: Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.</li> <li>• <a href="#">SS.8.G.6.Su.b</a>: Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.</li> <li>• <a href="#">SS.8.G.6.Pa.b</a>: Create a simple representation about a place or event in the United States.</li> </ul>



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## GENERAL INFORMATION

Course Number: 7821025

Course Path: Section: Exceptional Student Education

Course Title: Access M/J United States History

Course Section: Exceptional Student Education

Abbreviated Title: Access M/J United States History

Course Length: Year

Course Level:

Course Status: DRAFT

**General Notes:** **Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with a significant cognitive disability.

**Subject Relevance:** Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world.

Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them.

Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities.

### **Access M/J United States History - Grade Eight**

**Major Concepts/Content:** The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. The content is intended to develop or expand the student's

understanding of the:

- Causes, course, and consequences of settlement in the American colonies
- Causes, course, and consequences of the American Revolution and the founding principles of our nation
- Causes, course, and consequences of westward expansion
- Causes, course, and consequence of the Civil War and Reconstruction
- Principles, functions, and organization of government
- Roles, rights, and responsibilities of United States citizens
- Fundamental concepts of local, national, and international economies
- Maps and other geographic representations, tools, and technology
- Physical and cultural characteristics of places
- Relationships between the Earth's ecosystems and the populations that dwell within them
- Characteristics, distribution, and migration of human populations
- Human actions that can impact the environment
- Application of geography to interpret the past and present and plan for the future

**RELATED Access Points: In (83), Su (83), Pa (64)**

#### **American History - Analyze American History using primary and secondary sources**

Scheme	Descriptor
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.In.a	Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.
SS.8.A.1.Su.a	Select a supporting detail for an answer from a reference, and ask questions to gather information.
SS.8.A.1.Pa.a	Ask simple questions to gather information.
SS.8.A.1.2	Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.In.b	Interpret graphs, maps, photographs, and timelines.
SS.8.A.1.Su.b	Interpret simple graphs, maps, photographs, and pictorial timelines.
SS.8.A.1.Pa.b	Gather information from simple maps, photographs, and pictorial timelines.
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.In.c	Identify current events relevant to American History topics using media resources and print.
SS.8.A.1.Su.c	Recognize current events relevant to American History topics using media resources and print.



- SS.8.A.1.Pa.c Recognize a current event in a media resource or book.
- SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.In.d Identify the difference between fact and opinion, and use appropriate resources and support materials to gather information.
- SS.8.A.1.Su.d Recognize fact and opinion, and use appropriate resources and support materials to gather information.
- SS.8.A.1.Pa.d Use appropriate resources to obtain factual information.
- SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- SS.8.A.1.In.e Identify the author and purpose of significant historical documents, and distinguish between a primary and secondary historical source.
- SS.8.A.1.Su.e Recognize the author and purpose of significant historical documents.
- SS.8.A.1.Pa.e Use appropriate resources to obtain factual information.
- SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.In.f Identify similarities and differences in points of view of historical interpretations of key events.
- SS.8.A.1.Su.f Recognize differences in points of view of historical interpretations of key events.
- SS.8.A.1.Pa.f Use appropriate resources to obtain factual information.
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.1.In.g Identify well-known historical events shown in art, writings, music, and artifacts.
- SS.8.A.1.Su.g Recognize well-known historical events shown in art, writings, music, or artifacts.
- SS.8.A.1.Pa.g Recognize a well-known historical event shown in art or artifacts.

### **American History - Causes, course, and consequences of British settlement in the American colonies**

- | Scheme        | Descriptor   |
|---------------|--|
| SS.8.A.2.1    | Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.                                     |
| SS.8.A.2.In.a | Recognize important differences among the European nations struggling for control over colonization of North America.  |
| SS.8.A.2.Su.a | Recognize an important difference of each of the European nations struggling for control over colonization of North America.                                     |
| SS.8.A.2.Pa.a | Recognize that different groups fought for ownership of the same land.   |
| SS.8.A.2.2    | Compare the characteristics of the New England, Middle, and Southern colonies.   |
| SS.8.A.2.In.b | Identify that the colonies were grouped into three divisions (New England, Middle, and Southern), and describe their occupations, religion, and social patterns. |

- SS.8.A.2.Su.b Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns.
- SS.8.A.2.Pa.b Recognize social aspects of living in a colony.
  
- SS.8.A.2.3 Differentiate economic systems of New England, Middle, and Southern colonies, including indentured servants and slaves as labor sources.
- SS.8.A.2.In.c Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.
- SS.8.A.2.Su.c Recognize a characteristic of economic systems in the colonies, including the use of slaves.
- SS.8.A.2.Pa.c Recognize that workers are part of an economic system.
  
- SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.In.d Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.
- SS.8.A.2.Su.d Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.
- SS.8.A.2.Pa.d Recognize leaders who guide other people.
  
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.In.e Identify the impact of colonial settlement on Native Americans.
- SS.8.A.2.Su.e Recognize the impact of colonial settlement on Native Americans.
- SS.8.A.2.Pa.e Recognize a change due to colonial settlement.
  
- SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.In.f Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.
- SS.8.A.2.Su.f Identify an outcome of the French and Indian War, such as that the French lost to the English.
- SS.8.A.2.Pa.f Recognize a change due to colonial settlement.
  
- SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.2.In.g Identify contributions of Africans, Native Americans, women, and children to colonial America.
- SS.8.A.2.Su.g Recognize contributions of Africans, Native Americans, women, and children to colonial America.
- SS.8.A.2.Pa.g Recognize a contribution of a key group to colonial society.

**American History - Causes, course, and consequences of the American Revolution and the founding principles of our nation**

Scheme	Descriptor
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774.
SS.8.A.3.In.a	Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.
SS.8.A.3.Su.a	Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.
SS.8.A.3.Pa.a	Recognize that the colonists were unhappy with British rule.
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.In.b	Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
SS.8.A.3.Su.b	Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
SS.8.A.3.Pa.b	Recognize that the colonists were unhappy with British rule.
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.In.c	Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.
SS.8.A.3.Su.c	Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.
SS.8.A.3.Pa.c	Recognize a Founding Father, such as George Washington.
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.In.d	Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.
SS.8.A.3.Su.d	Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.
SS.8.A.3.Pa.d	Recognize ways groups help during times of war.
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.In.e	Identify the influence of individuals on social and political developments, such as James Otis—"taxation without representation"; Abigail Adams—women's rights; Mercy Otis Warren—abolition of slavery; or Benjamin Banneker—architecture.
SS.8.A.3.Su.e	Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation"; Abigail Adams—women's rights; Mercy Otis Warren—abolition of slavery; or Benjamin Banneker—architecture.

- SS.8.A.3.Pa.e Recognize that an individual can influence social developments.
- SS.8.A.3.6 Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.In.f Identify major causes, events, and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
- SS.8.A.3.Su.f Recognize major causes and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
- SS.8.A.3.Pa.f Recognize that the colonists were unhappy with British rule.
- SS.8.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.In.g Identify important content of the Declaration of Independence.
- SS.8.A.3.Su.g Recognize the key ideas included in the Declaration of Independence.
- SS.8.A.3.Pa.g Recognize freedom as a goal of the Declaration of Independence.
- SS.8.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.In.h Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.
- SS.8.A.3.Su.h Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.
- SS.8.A.3.Pa.h Recognize ways groups help during times of war.
- SS.8.A.3.9 Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.In.i Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.
- SS.8.A.3.Su.i Recognize that the Articles of Confederation set up a weak central government.
- SS.8.A.3.Pa.i Recognize that people can work together to set up a government.
- SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.In.j Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.
- SS.8.A.3.Su.j Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.
- SS.8.A.3.Pa.j Recognize a way individuals or groups reach agreement.

- SS.8.A.3.11 Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.In.k Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.
- SS.8.A.3.Su.k Recognize that some people supported and others opposed the Constitution.
- SS.8.A.3.Pa.k Recognize a way individuals or groups reach agreement.
- SS.8.A.3.12 Examine the influences of George Washington’s presidency in the formation of the new nation.
- SS.8.A.3.In.l Identify influences of George Washington’s presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.
- SS.8.A.3.Su.l Recognize an influence of George Washington’s presidency, such as forming the Cabinet and establishing a national bank and money system.
- SS.8.A.3.Pa.l Recognize that George Washington was the first president.
- SS.8.A.3.13 Explain major domestic and international economic, military, political, and socio-cultural events of John Adams’s presidency.
- SS.8.A.3.In.m Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).
- SS.8.A.3.Su.m Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).
- SS.8.A.3.Pa.m Recognize that new leaders bring changes to the country.
- SS.8.A.3.14 Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson’s presidency.
- SS.8.A.3.In.n Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.
- SS.8.A.3.Su.n Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.
- SS.8.A.3.Pa.n Recognize that new leaders bring changes to the country.
- SS.8.A.3.15 Examine this time period (1763–1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.In.o Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.
- SS.8.A.3.Su.o Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.

- SS.8.A.3.Pa.o Recognize an aspect of the quality of life.
- SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.3.In.p Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.
- SS.8.A.3.Su.p Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.
- SS.8.A.3.Pa.p Recognize a consequence of a key event in Florida during this era of American history.

### **American History - Causes, course, and consequences of westward expansion**

Scheme	Descriptor
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.In.a	Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
SS.8.A.4.Su.a	Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
SS.8.A.4.Pa.a	Recognize a consequence of America's westward expansion.
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.In.b	Identify reasons why people supported or opposed slavery in the western territories and Florida.
SS.8.A.4.Su.b	Recognize why people supported or opposed slavery in the western territories and Florida.
SS.8.A.4.Pa.b	Recognize that groups did not agree about slavery.
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.In.c	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
SS.8.A.4.Su.c	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
SS.8.A.4.Pa.c	Recognize a consequence of America's westward expansion.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

- SS.8.A.4.In.d Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
- SS.8.A.4.Su.d Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
- SS.8.A.4.Pa.d Recognize a consequence of America's westward expansion.
- SS.8.A.4.5 Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.In.e Identify how transportation changed America's economy in the 1800s.
- SS.8.A.4.Su.e Recognize how transportation changed America's economy in the 1800s.
- SS.8.A.4.Pa.e Recognize an effect of transportation.
- SS.8.A.4.6 Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.In.f Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
- SS.8.A.4.Su.f Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
- SS.8.A.4.Pa.f Recognize the benefit of an invention.
- SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.In.g Identify working conditions in textile mills in New England as they affected women and children.
- SS.8.A.4.Su.g Recognize working conditions in textile mills in New England in the 1800s.
- SS.8.A.4.Pa.g Recognize a characteristic of poor working conditions.
- SS.8.A.4.8 Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.In.h Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
- SS.8.A.4.Su.h Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
- SS.8.A.4.Pa.h Recognize a social justice issue.
- SS.8.A.4.9 Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

- SS.8.A.4.In.i Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women’s rights.
- SS.8.A.4.Su.i Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women’s rights.
- SS.8.A.4.Pa.i Recognize a social justice issue.
- SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.In.j Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
- SS.8.A.4.Su.j Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
- SS.8.A.4.Pa.j Recognize the benefit of an invention.
- SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves spiritual system.
- SS.8.A.4.In.k Identify characteristics of slave life on plantations, including resistance efforts.
- SS.8.A.4.Su.k Recognize characteristics of slave life on plantations.
- SS.8.A.4.Pa.k Recognize a characteristic of slave life on a plantation.
- SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.In.l Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
- SS.8.A.4.Su.l Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
- SS.8.A.4.Pa.l Recognize an unintended effect of a revolution.
- SS.8.A.4.13 Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.In.m Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.
- SS.8.A.4.Su.m Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.
- SS.8.A.4.Pa.m Recognize a social justice issue.



- SS.8.A.4.14 Examine the causes, course, and consequences of the women’s suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.In.n Identify the major causes, events, and consequences of the women’s suffrage movement.
- SS.8.A.4.Su.n Recognize the major cause and consequences of the women’s suffrage movement.
- SS.8.A.4.Pa.n Recognize that women can vote.
- SS.8.A.4.15 Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.In.o Identify literature that supported social reform in the era of westward expansion.
- SS.8.A.4.Su.o Recognize stories and poems written to support social reform in the era of westward expansion.
- SS.8.A.4.Pa.o Recognize that stories tell about the era of westward expansion.
- SS.8.A.4.16 Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.In.p Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.
- SS.8.A.4.Su.p Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.
- SS.8.A.4.Pa.p Recognize that new leaders bring change to the government.
- SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.In.q Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves and the establishment of Florida as a territory and admittance as a state.
- SS.8.A.4.Su.q Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves or the establishment of Florida as a territory and admittance as a state.
- SS.8.A.4.Pa.q Recognize that Florida became a state.
- SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida’s and America’s society and culture during the Territorial Period.
- SS.8.A.4.In.r Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves and the establishment of Florida as a territory and admittance as a state.
- SS.8.A.4.Su.r Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves or the establishment of Florida as a territory and admittance as a state.
- SS.8.A.4.Pa.r Recognize a contribution of a key group to Florida’s culture.

## American History - Causes, course, and consequence of the Civil War and Reconstruction

Scheme	Descriptor
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.In.a	Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.
SS.8.A.5.Su.a	Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.
SS.8.A.5.Pa.a	Recognize that groups of people disagreed about slavery.
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.In.b	Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.
SS.8.A.5.Su.b	Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.
SS.8.A.5.Pa.b	Recognize that groups of people disagreed about slavery.
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.In.c	Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.
SS.8.A.5.Su.c	Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.
SS.8.A.5.Pa.c	Recognize that President Abraham Lincoln ended slavery.
SS.8.A.5.4	Identify the division (Confederate and Union States, border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.In.d	Identify the Union and Confederate States at the outbreak of the Civil War.
SS.8.A.5.Su.d	Recognize the Union and Confederate States at the outbreak of the Civil War.
SS.8.A.5.Pa.d	Recognize that groups of people disagreed about slavery.
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.In.e	Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
SS.8.A.5.Su.e	Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
SS.8.A.5.Pa.e	Recognize a strength of groups in a war.
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.

- SS.8.A.5.In.f Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.
- SS.8.A.5.Su.f Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.
- SS.8.A.5.Pa.f Recognize a strength of groups in a war.
- SS.8.A.5.7 Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.In.g Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
- SS.8.A.5.Su.g Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
- SS.8.A.5.Pa.g Recognize an aspect of the quality of life during the time of the Civil War.
- SS.8.A.5.8 Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction; Johnson’s impeachment; Civil Rights Act of 1866; the 13th, 14th, and 15th Amendments; opposition of Southern whites to Reconstruction; accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction; rise of Jim Crow laws; rise of Ku Klux Klan).
- SS.8.A.5.In.h Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.
- SS.8.A.5.Su.h Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.
- SS.8.A.5.Pa.h Recognize an aspect of the quality of life during Reconstruction.

### **Civics and Government - Roles, rights, and responsibilities of United States citizens**

- | Scheme        | Descriptor   |
|---------------|--|
| SS.8.C.1.1    | Identify the constitutional provisions for establishing citizenship.   |
| SS.8.C.1.In.a | Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States.            |
| SS.8.C.1.Su.a | Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.                 |
| SS.8.C.1.Pa.a | Recognize that people who are born in the United States are citizens.  |
| SS.8.C.1.2    | Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists. |
| SS.8.C.1.In.b | Identify different views held by colonists on self-government and rights and responsibilities of citizens.                         |
| SS.8.C.1.Su.b | Recognize different views that colonists held about the rights and responsibilities of citizens.                                   |

- SS.8.C.1.Pa.b Recognize a responsibility of citizens, such as keeping informed.
- SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- SS.8.C.1.In.c Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.
- SS.8.C.1.Su.c Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.
- SS.8.C.1.Pa.c Recognize an activity of citizens that reflects civic virtue, such as voting.
- SS.8.C.1.4 Identify the evolving forms of civic and political participation from the Colonial period through Reconstruction.
- SS.8.C.1.In.d Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.
- SS.8.C.1.Su.d Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting.
- SS.8.C.1.Pa.d Recognize an activity of citizens that reflects civic virtue, such as voting.
- SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.In.e Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.
- SS.8.C.1.Su.e Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.
- SS.8.C.1.Pa.e Recognize that the law guarantees individual rights.
- SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.1.In.f Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.
- SS.8.C.1.Su.f Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.
- SS.8.C.1.Pa.f Recognize that men and women can vote in the United States.

### **Civics and Government - Principles, functions, and organization of government**

- | Scheme        | Descriptor  |
|---------------|---|
| SS.8.C.2.1    | Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the Colonial period to Reconstruction.                   |
| SS.8.C.2.In.a | Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history. |

- SS.8.C.2.Su.a Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.
- SS.8.C.2.Pa.a Recognize that the government in the United States is based on freedom.

### **Economics - Fundamental concepts relevant to the development of a market economy**

Scheme	Descriptor
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time, including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.1.In.a	Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.
SS.8.E.1.Su.a	Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.
SS.8.E.1.Pa.a	Recognize that people work for incentives.

### **Economics - Fundamental concepts relevant to the institutions, structure, and functions of a national economy**

Scheme	Descriptor
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.In.a	Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.
SS.8.E.2.Su.a	Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.
SS.8.E.2.Pa.a	Recognize a contribution of a person to the economy.
SS.8.E.2.2	Explain the economic impact of government policies.
SS.8.E.2.In.b	Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery.
SS.8.E.2.Su.b	Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery.
SS.8.E.2.Pa.b	Recognize that the government collects taxes.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.2.In.c	Identify the influence and contributions of Africans and other minorities in the economic development of the United States.
SS.8.E.2.Su.c	Recognize contributions of Africans or other minorities in the economic development of the United States.
SS.8.E.2.Pa.c	Recognize a contribution of a person to the economy.

### **Economics - Fundamental concepts and interrelationships of the United States economy in the international marketplace**

Scheme	Descriptor
SS.8.E.3.1	Evaluate domestic and international interdependence.
SS.8.E.3.In.a	Identify examples of domestic and international interdependence, such as regional exchange of resources.
SS.8.E.3.Su.a	Recognize ways that countries are interdependent, such as exchange of resources.
SS.8.E.3.Pa.a	Recognize that groups depend on each other.

### **Geography - Maps and other geographic representations, tools, and technology**

Scheme	Descriptor
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.In.a	Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.
SS.8.G.1.Su.a	Use maps to recognize physical or cultural attributes of major regions of the United States.
SS.8.G.1.Pa.a	Use a map to recognize a physical or cultural attribute of the United States.
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.1.In.b	Use appropriate geographic terms and tools to identify places and regions in American history.
SS.8.G.1.Su.b	Use appropriate geographic tools to recognize places and regions of the United States.
SS.8.G.1.Pa.b	Use a map to recognize a physical or cultural attribute of the United States.

### **Geography - Physical and cultural characteristics of places**

Scheme	Descriptor
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.In.a	Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.
SS.8.G.2.Su.a	Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.
SS.8.G.2.Pa.a	Recognize the effect of a physical element of a place, such as climate or terrain, on people.
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

- SS.8.G.2.In.b Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.
- SS.8.G.2.Su.b Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.
- SS.8.G.2.Pa.b Recognize a change in a place due to a natural disaster or other event in the United States.
- SS.8.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.2.In.c Use geographic terms and tools to examine how selected regions in the United States have changed over time.
- SS.8.G.2.Su.c Use geographic tools to identify a way that a region in the United States has changed over time.
- SS.8.G.2.Pa.c Recognize a change in a place due to a natural disaster or other event in the United States.

### **Geography - Relationships between the Earth's ecosystems and the populations that dwell within them**

- | Scheme        | Descriptor   |
|---------------|--|
| SS.8.G.3.1    | Locate and describe in geographic terms the major ecosystems of the United States.   |
| SS.8.G.3.In.a | Locate and identify characteristics of major ecosystems of the United States.  |
| SS.8.G.3.Su.a | Locate and recognize characteristics of selected major ecosystems of the United States.  |
| SS.8.G.3.Pa.a | Recognize a characteristic of a major ecosystem.   |
| SS.8.G.3.2    | Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time. |
| SS.8.G.3.In.b | Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.              |
| SS.8.G.3.Su.b | Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.                             |
| SS.8.G.3.Pa.b | Recognize a resource as recyclable.  |

### **Geography - Characteristics, distribution, and migration of human populations**

- | Scheme        | Descriptor  |
|---------------|---|
| SS.8.G.4.1    | Interpret population growth and other demographic data for any given place in the United States throughout its history. |
| SS.8.G.4.In.a | Identify changes in population for selected places in the United States over time.                                      |
| SS.8.G.4.Su.a | Recognize changes in population for selected places in the United States over time.                                     |
| SS.8.G.4.Pa.a | Recognize that change is a characteristic of population.  |

- SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.In.b Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.
- SS.8.G.4.Su.b Use geographic tools to recognize effects of migration within the United States, such as westward expansion.
- SS.8.G.4.Pa.b Recognize that change is a characteristic of population.
- SS.8.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.In.c Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time.
- SS.8.G.4.Su.c Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time.
- SS.8.G.4.Pa.c Use a geographic tool to recognize characteristics of trade, culture, or migration.
- SS.8.G.4.4 Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.In.d Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.
- SS.8.G.4.Su.d Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.
- SS.8.G.4.Pa.d Use a geographic tool to recognize characteristics of trade, culture, or migration.
- SS.8.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.
- SS.8.G.4.Su.e Use geographic tools to recognize changes in cities and urban centers in the United States over time.
- SS.8.G.4.Pa.e Recognize characteristics of a city.
- SS.8.G.4.6 Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.4.In.f Use political maps to identify changes in boundaries of the United States throughout American history.
- SS.8.G.4.Su.f Use political maps to recognize changes in boundaries of the United States throughout American history.
- SS.8.G.4.Pa.f Use a map to recognize a boundary.



Scheme	Descriptor
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.In.a	Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
SS.8.G.5.Su.a	Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
SS.8.G.5.Pa.a	Recognize that people use natural resources to satisfy basic needs.
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.5.In.b	Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.
SS.8.G.5.Su.b	Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.
SS.8.G.5.Pa.b	Recognize the impact of a human modification on the environment.

### **Geography - Apply geography to interpret the past and present and plan for the future**

Scheme	Descriptor
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.In.a	Use maps and other graphic representations to describe geographic problems and changes in the United States over time.
SS.8.G.6.Su.a	Use a map or other graphic representation to identify a geographic problem or change in the United States.
SS.8.G.6.Pa.a	Use a map or other graphic representation to recognize a geographic change.
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
SS.8.G.6.In.b	Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.
SS.8.G.6.Su.b	Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.
SS.8.G.6.Pa.b	Create a simple representation about a place or event in the United States.

# Course: 7821023 Access M/J Civics & Career Planning

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1802.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Access M/J Civics & Career Planning
<b>Course Number:</b>	7821023
<b>Course Abbreviated Title:</b>	ACCESS M/J CIVICS & CAR PL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Exceptional Student Education</a> » <b>Grade Group:</b> <a href="#">Middle/Junior High</a> » <b>Subject:</b> <a href="#">Academics - Subject Areas</a> »
<b>Course length:</b>	Year
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p><b>Access Courses:</b> Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with a significant cognitive disability.</p> <p><b>Subject Relevance:</b> Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a</p>

friendship, a family, a school, a community, a country, or a world.

Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them.

Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities.

#### **Access M/J Civics - Grade Seven**

**Major Concepts/Content:** The seventh grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The content is intended to develop or expand the student's understanding of the:

- Origins and purposes of government, law, and the American political system
- Roles, rights, and responsibilities of United States citizens
- Fundamental concepts of local, national, and international economies
- Maps and other geographic representations, tools, and technology
- Physical and cultural characteristics of places
- Relationships between the Earth's ecosystems and the populations that dwell within them
- Application of geography to interpret the past and present and plan for the future

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at

the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.

6.0 Identify five values that they consider important in making a career choice.

7.0 Identify skills needed for career choices and match to personal abilities.

8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.

9.0 Identify strengths and areas in which assistance is needed at school.

10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and

career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

**RELATED ACCESS POINTS: Independent(67) Supported(67) Participatory(67)**

<p><a href="#"><u>SS.7.C.1.1</u></a> :</p>	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.1.In.a</u></a>: Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.</li> <li>• <a href="#"><u>SS.7.C.1.Su.a</u></a>: Recognize the United States Constitution was based on ideas from the past.</li> <li>• <a href="#"><u>SS.7.C.1.Pa.a</u></a>: Recognize that ideas of people influence others.</li> </ul>
<p><a href="#"><u>SS.7.C.2.1</u></a> :</p>	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.2.In.a</u></a>: Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.</li> <li>• <a href="#"><u>SS.7.C.2.Su.a</u></a>: Recognize that a citizen is a legal resident of a country.</li> <li>• <a href="#"><u>SS.7.C.2.Pa.a</u></a>: Recognize a person who is an American citizen.</li> </ul>
<p><a href="#"><u>SS.7.C.3.1</u></a> :</p>	<p>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.a</u></a>: Identify characteristics of different forms of government, such as democracy, monarchy, and communism.</li> <li>• <a href="#"><u>SS.7.C.3.Su.a</u></a>: Recognize different forms of government, such as democracy and communism.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.a</u></a>: Recognize that in a democracy, people vote to elect government leaders.</li> </ul>
<p><a href="#"><u>SS.7.C.4.1</u></a> •</p>	<p>Differentiate concepts related to United States domestic and foreign</p>

	<p>policy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.4.In.a</a>: Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.</li> <li>• <a href="#">SS.7.C.4.Su.a</a>: Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).</li> <li>• <a href="#">SS.7.C.4.Pa.a</a>: Recognize that the government solves problems.</li> </ul>
<p><a href="#">SS.7.E.1.1</a> :</p>	<p>Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.a</a>: Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.</li> <li>• <a href="#">SS.7.E.1.Su.a</a>: Recognize characteristics of a market (buyers/sellers) economy.</li> <li>• <a href="#">SS.7.E.1.Pa.a</a>: Recognize people use money to purchase goods and services.</li> </ul>
<p><a href="#">SS.7.E.2.1</a> :</p>	<p>Explain how federal, state, and local taxes support the economy as a function of the United States government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.a</a>: Identify how federal and local taxes are used by the government.</li> <li>• <a href="#">SS.7.E.2.Su.a</a>: Recognize how taxes are used by the government.</li> <li>• <a href="#">SS.7.E.2.Pa.a</a>: Recognize that taxes pay for services.</li> </ul>
<p><a href="#">SS.7.E.3.1</a> :</p>	<p>Explain how international trade requires a system for exchanging currency between and among nations.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.In.a</a>: Recognize that currencies from different countries can be exchanged for trade.</li> <li>• <a href="#">SS.7.E.3.Su.a</a>: Recognize that countries use different types of currency for trade.</li> <li>• <a href="#">SS.7.E.3.Pa.a</a>: Recognize coins or bills from the United States.</li> </ul>
<a href="#">SS.7.G.1.1</a> :	<p>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.1.In.a</a>: Locate selected states, capitals, and the nation's capital on a map.</li> <li>• <a href="#">SS.7.G.1.Su.a</a>: Locate selected states and their capitals on a map.</li> <li>• <a href="#">SS.7.G.1.Pa.a</a>: Locate the United States on a map.</li> </ul>
<a href="#">SS.7.G.2.1</a> :	<p>Locate major cultural landmarks that are emblematic of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.2.In.a</a>: Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.</li> <li>• <a href="#">SS.7.G.2.Su.a</a>: Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.</li> <li>• <a href="#">SS.7.G.2.Pa.a</a>: Associate a major cultural landmark with the United States, such as the Statue of Liberty.</li> </ul>
<a href="#">SS.7.G.3.1</a> :	<p>Use maps to describe the location, abundance, and variety of natural resources in North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.3.In.a</a>: Use maps to identify natural resources in North America.</li> <li>• <a href="#">SS.7.G.3.Su.a</a>: Use maps to recognize natural resources in North America.</li> <li>• <a href="#">SS.7.G.3.Pa.a</a>: Use a pictorial map to recognize a natural</li> </ul>



	resource.
<p><a href="#"><u>SS.7.G.4.1</u></a> :</p>	<p>Use geographic terms and tools to explain cultural diffusion throughout North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.G.4.In.a</u></a>: Use geographic terms and tools to identify different cultures in North America.</li> <li>• <a href="#"><u>SS.7.G.4.Su.a</u></a>: Use geographic tools to recognize a different culture in North America.</li> <li>• <a href="#"><u>SS.7.G.4.Pa.a</u></a>: Use a geographic tool to recognize a characteristic of culture in North America.</li> </ul>
<p><a href="#"><u>SS.7.G.5.1</u></a> :</p>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.G.5.In.a</u></a>: Use a map to display information about issues of conservation or ecology in the local community.</li> <li>• <a href="#"><u>SS.7.G.5.Su.a</u></a>: Use a map to display information about an issue of conservation or ecology in the local community.</li> <li>• <a href="#"><u>SS.7.G.5.Pa.a</u></a>: Use a map to display information about the local environment.</li> </ul>
<p><a href="#"><u>SS.7.G.6.1</u></a> :</p>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.G.6.In.a</u></a>: Use a form of technology to locate and view maps with current information about the United States, such as population density.</li> <li>• <a href="#"><u>SS.7.G.6.Su.a</u></a>: Use a form of technology to view maps with current information about a region of the United States, such as population maps.</li> <li>• <a href="#"><u>SS.7.G.6.Pa.a</u></a>: Use technology to view information about the United States.</li> </ul>

<p><a href="#"><u>SS.7.C.1.2</u></a> :</p>	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.1.In.b</u></a>: Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."</li> <li>• <a href="#"><u>SS.7.C.1.Su.b</u></a>: Recognize an influence on the colonists' view of government, such as the Mayflower Compact.</li> <li>• <a href="#"><u>SS.7.C.1.Pa.b</u></a>: Recognize that ideas of people influence others.</li> </ul>
<p><a href="#"><u>SS.7.C.2.2</u></a> :</p>	<p>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.2.In.b</u></a>: Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.</li> <li>• <a href="#"><u>SS.7.C.2.Su.b</u></a>: Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.</li> <li>• <a href="#"><u>SS.7.C.2.Pa.b</u></a>: Recognize an obligation of citizens, such as obeying laws.</li> </ul>
<p><a href="#"><u>SS.7.C.3.2</u></a> :</p>	<p>Compare parliamentary, federal, confederal, and unitary systems of government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.b</u></a>: Identify characteristics of different forms of government, such as democracy, monarchy, and communism.</li> <li>• <a href="#"><u>SS.7.C.3.Su.b</u></a>: Recognize different forms of government, such as democracy and communism.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.b</u></a>: Recognize that in a democracy, people vote to elect government leaders.</li> </ul>
<p><a href="#"><u>SS.7.C.4.2</u></a> :</p>	<p>Recognize government and citizen participation in international organizations.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.4.In.b</a>: Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.</li> <li>• <a href="#">SS.7.C.4.Su.b</a>: Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.</li> <li>• <a href="#">SS.7.C.4.Pa.b</a>: Recognize that the United States helps other countries.</li> </ul>
<p><a href="#">SS.7.E.1.2</a> :</p>	<p>Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.b</a>: Identify differences in borrowing and lending money, including the use of credit.</li> <li>• <a href="#">SS.7.E.1.Su.b</a>: Recognize differences in borrowing and lending money.</li> <li>• <a href="#">SS.7.E.1.Pa.b</a>: Recognize the difference between a loan and a gift.</li> </ul>
<p><a href="#">SS.7.E.2.2</a> :</p>	<p>Describe the banking system in the United States and its impact on the money supply.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.b</a>: Identify that the banking system in the United States controls the money supply and interest rates.</li> <li>• <a href="#">SS.7.E.2.Su.b</a>: Recognize that the banking system in the United States controls money.</li> <li>• <a href="#">SS.7.E.2.Pa.b</a>: Associate banks with money.</li> </ul>
<p><a href="#">SS.7.E.3.2</a> :</p>	<p>Assess how the changing value of currency affects trade of goods and services between nations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.In.b</a>: Recognize that currencies from different countries can be exchanged for trade.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.Su.b</a>: Recognize that countries use different types of currency for trade.</li> <li>• <a href="#">SS.7.E.3.Pa.b</a>: Recognize coins or bills from the United States.</li> </ul>
<p><a href="#">SS.7.G.1.2</a> :</p>	<p>Locate on a world map the territories and protectorates of the United States of America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.1.In.b</a>: Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.</li> <li>• <a href="#">SS.7.G.1.Su.b</a>: Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.</li> <li>• <a href="#">SS.7.G.1.Pa.b</a>: Locate the United States on a map.</li> </ul>
<p><a href="#">SS.7.G.2.2</a> :</p>	<p>Locate major physical landmarks that are emblematic of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.2.In.b</a>: Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains.</li> <li>• <a href="#">SS.7.G.2.Su.b</a>: Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains.</li> <li>• <a href="#">SS.7.G.2.Pa.b</a>: Associate a major physical landmark with the United States, such as the Grand Canyon.</li> </ul>
<p><a href="#">SS.7.G.4.2</a> :</p>	<p>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.4.In.b</a>: Use maps and other geographic tools to identify different population groups of the United States.</li> <li>• <a href="#">SS.7.G.4.Su.b</a>: Use maps and other geographic tools to recognize a population group of the United States.</li> <li>• <a href="#">SS.7.G.4.Pa.b</a>: Use a geographic tool to recognize a characteristic of culture in North America.</li> </ul>

<p><a href="#"><u>SS.7.C.1.3</u></a> :</p>	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.1.In.c</u></a>: Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.</li> <li>• <a href="#"><u>SS.7.C.1.Su.c</u></a>: Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.</li> <li>• <a href="#"><u>SS.7.C.1.Pa.c</u></a>: Recognize people in the American colonies were unhappy with the way England was treating them.</li> </ul>
<p><a href="#"><u>SS.7.C.2.3</u></a> :</p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.2.In.c</u></a>: Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.</li> <li>• <a href="#"><u>SS.7.C.2.Su.c</u></a>: Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.</li> <li>• <a href="#"><u>SS.7.C.2.Pa.c</u></a>: Recognize a responsibility of a good citizen, such as voting.</li> </ul>
<p><a href="#"><u>SS.7.C.3.3</u></a> :</p>	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.c</u></a>: Identify the major function of the three branches of the United States government established by the Constitution.</li> <li>• <a href="#"><u>SS.7.C.3.Su.c</u></a>: Recognize the major function of the three branches of the United States government.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.c</u></a>: Recognize that the United States government has three parts.</li> </ul>

<p><a href="#"><u>SS.7.C.4.3</u></a> :</p>	<p>Describe examples of how the United States has dealt with international conflicts.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.4.In.c</u></a>: Identify how the United States has been involved in an international conflict.</li> <li>• <a href="#"><u>SS.7.C.4.Su.c</u></a>: Recognize that the United States has been involved in an international conflict.</li> <li>• <a href="#"><u>SS.7.C.4.Pa.c</u></a>: Recognize an international conflict.</li> </ul>
<p><a href="#"><u>SS.7.E.1.3</u></a> :</p>	<p>Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.E.1.In.c</u></a>: Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.</li> <li>• <a href="#"><u>SS.7.E.1.Su.c</u></a>: Recognize common examples of the concepts of supply and demand, choice, and scarcity.</li> <li>• <a href="#"><u>SS.7.E.1.Pa.c</u></a>: Recognize an example of choice and scarcity.</li> </ul>
<p><a href="#"><u>SS.7.E.2.3</u></a> :</p>	<p>Identify and describe United States laws and regulations adopted to promote economic competition.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.E.2.In.c</u></a>: Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.</li> <li>• <a href="#"><u>SS.7.E.2.Su.c</u></a>: Recognize that there are laws that affect the economy, such as patent laws.</li> <li>• <a href="#"><u>SS.7.E.2.Pa.c</u></a>: Recognize that businesses must follow rules.</li> </ul>
<p><a href="#"><u>SS.7.E.3.3</u></a> :</p>	<p>Compare and contrast a single resource economy with a diversified economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.E.3.In.c</u></a>: Identify differences between a single resource economy and a diversified economy.</li> <li>• <a href="#"><u>SS.7.E.3.Su.c</u></a>: Recognize a difference between a single</li> </ul>

	<p>resource economy and a diversified economy.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.Pa.c</a>: Recognize a product of an economy.</li> </ul>
<p><a href="#">SS.7.G.1.3</a> :</p>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.1.In.c</a>: Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.</li> <li>• <a href="#">SS.7.G.1.Su.c</a>: Identify the boundaries of United States, Canada, and Mexico on a map.</li> <li>• <a href="#">SS.7.G.1.Pa.c</a>: Locate the United States on a map.</li> </ul>
<p><a href="#">SS.7.G.2.3</a> :</p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.2.In.c</a>: Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.</li> <li>• <a href="#">SS.7.G.2.Su.c</a>: Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.</li> <li>• <a href="#">SS.7.G.2.Pa.c</a>: Recognize how a physical characteristic of a location affects people.</li> </ul>
<p><a href="#">SS.7.C.1.4</a> :</p>	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.d</a>: Identify complaints described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, and cutting off trade with other countries.</li> <li>• <a href="#">SS.7.C.1.Su.d</a>: Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in</li> </ul>

	<p>people’s homes, taxes, or cutting off trade with other countries.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.Pa.d</a>: Recognize people in the American colonies were unhappy with the way England was treating them.</li> </ul>
<p><a href="#">SS.7.C.2.4</a> :</p>	<p>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.d</a>: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.</li> <li>• <a href="#">SS.7.C.2.Su.d</a>: Recognize the rights of individuals in the Bill of Rights.</li> <li>• <a href="#">SS.7.C.2.Pa.d</a>: Recognize a right of citizens guaranteed by law.</li> </ul>
<p><a href="#">SS.7.C.3.4</a> :</p>	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.d</a>: Identify the relationship of power between the federal and state governments.</li> <li>• <a href="#">SS.7.C.3.Su.d</a>: Recognize the relationship of power between the federal and state governments.</li> <li>• <a href="#">SS.7.C.3.Pa.d</a>: Recognize that governments have different powers.</li> </ul>
<p><a href="#">SS.7.E.1.4</a> :</p>	<p>Discuss the function of financial institutions in the development of a market economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.d</a>: Identify different kinds of accounts and services provided by banks or other financial institutions.</li> <li>• <a href="#">SS.7.E.1.Su.d</a>: Recognize common accounts provided by banks or other financial institutions.</li> <li>• <a href="#">SS.7.E.1.Pa.d</a>: Recognize that a bank is a place to save money.</li> </ul>
<p><a href="#">SS.7.F.2.4</a> :</p>	<p>Identify entrepreneurs from various gender, social, and ethnic</p>



	<p>backgrounds who started a business seeking to make a profit.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.d</a>: Identify people from diverse backgrounds who have created successful businesses.</li> <li>• <a href="#">SS.7.E.2.Su.d</a>: Recognize people from diverse backgrounds who have created successful businesses.</li> <li>• <a href="#">SS.7.E.2.Pa.d</a>: Recognize that people create businesses.</li> </ul>
<p><a href="#">SS.7.E.3.4</a> :</p>	<p>Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.In.d</a>: Identify characteristics of the standard of living in the United States and other countries.</li> <li>• <a href="#">SS.7.E.3.Su.d</a>: Recognize characteristics of the standard of living in the United States.</li> <li>• <a href="#">SS.7.E.3.Pa.d</a>: Recognize that some people have more than others.</li> </ul>
<p><a href="#">SS.7.G.2.4</a> :</p>	<p>Describe current major cultural regions of North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.2.In.d</a>: Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.</li> <li>• <a href="#">SS.7.G.2.Su.d</a>: Recognize a major cultural region of the United States, such as the South.</li> <li>• <a href="#">SS.7.G.2.Pa.d</a>: Recognize a characteristic of culture in North America.</li> </ul>
<p><a href="#">SS.7.C.1.5</a> :</p>	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.e</a>: Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state</li> </ul>

	<p>had its own money system.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.Su.e</a>: Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.</li> <li>• <a href="#">SS.7.C.1.Pa.e</a>: Recognize that government can be changed.</li> </ul>
<p><a href="#">SS.7.C.2.5</a> :</p>	<p>Distinguish how the Constitution safeguards and limits individual rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.e</a>: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.</li> <li>• <a href="#">SS.7.C.2.Su.e</a>: Recognize the rights of individuals in the Bill of Rights.</li> <li>• <a href="#">SS.7.C.2.Pa.e</a>: Recognize a right of citizens guaranteed by law.</li> </ul>
<p><a href="#">SS.7.C.3.5</a> :</p>	<p>Explain the Constitutional amendment process.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.e</a>: Identify steps to amending the Constitution.</li> <li>• <a href="#">SS.7.C.3.Su.e</a>: Identify that the Constitution can be changed by amendments.</li> <li>• <a href="#">SS.7.C.3.Pa.e</a>: Recognize that the government can change laws.</li> </ul>
<p><a href="#">SS.7.E.1.5</a> :</p>	<p>Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.e</a>: Identify that profit and incentives motivate people and businesses to work harder.</li> <li>• <a href="#">SS.7.E.1.Su.e</a>: Recognize that incentives motivate people to work.</li> <li>• <a href="#">SS.7.E.1.Pa.e</a>: Recognize an incentive for completing work.</li> </ul>
<p><a href="#">SS.7.E.2.5</a> :</p>	<p>Explain how economic institutions impact the national economy.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.e</a>: Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.</li> <li>• <a href="#">SS.7.E.2.Su.e</a>: Recognize that financial institutions impact the national economy, such as banks and credit unions.</li> <li>• <a href="#">SS.7.E.2.Pa.e</a>: Associate banks with money.</li> </ul>
<a href="#">SS.7.C.1.6</a> :	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.f</a>: Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.</li> <li>• <a href="#">SS.7.C.1.Su.f</a>: Recognize that the Preamble of the United States Constitution states the reasons the government was created.</li> <li>• <a href="#">SS.7.C.1.Pa.f</a>: Recognize a reason for government.</li> </ul>
<a href="#">SS.7.C.2.6</a> :	<p>Simulate the trial process and the role of juries in the administration of justice.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.f</a>: Identify the purpose of a jury in a trial.</li> <li>• <a href="#">SS.7.C.2.Su.f</a>: Recognize the purpose of the jury in a trial.</li> <li>• <a href="#">SS.7.C.2.Pa.f</a>: Recognize a right of citizens guaranteed by law.</li> </ul>
<a href="#">SS.7.C.3.6</a> :	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.f</a>: Identify the rights of individuals provided by the Constitution and Bill of Rights.</li> <li>• <a href="#">SS.7.C.3.Su.f</a>: Recognize the rights of individuals provided by the Constitution and Bill of Rights.</li> <li>• <a href="#">SS.7.C.3.Pa.f</a>: Recognize individual rights provided by the government.</li> </ul>
<a href="#">SS.7.F.1.6</a> :	<p>Compare the national budget process to the personal budget</p>

	<p>process.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.f</a>: Identify an individual budget and how personal needs are used to develop it.</li> <li>• <a href="#">SS.7.E.1.Su.f</a>: Recognize the parts of a budget and how personal needs are used to develop it.</li> <li>• <a href="#">SS.7.E.1.Pa.f</a>: Recognize a plan (budget) to use resources, such as time, money, or materials.</li> </ul>
<p><a href="#">SS.7.C.1.7</a> :</p>	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.g</a>: Identify examples of separation of powers in the Constitution, such as the three branches of government.</li> <li>• <a href="#">SS.7.C.1.Su.g</a>: Recognize the powers of the branches of government of the United States.</li> <li>• <a href="#">SS.7.C.1.Pa.g</a>: Recognize that the government has different parts.</li> </ul>
<p><a href="#">SS.7.C.2.7</a> :</p>	<p>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.g</a>: Describe the voting process for selecting leaders in the school or community.</li> <li>• <a href="#">SS.7.C.2.Su.g</a>: Identify how to vote for a leader in the school or community.</li> <li>• <a href="#">SS.7.C.2.Pa.g</a>: Recognize that people can vote to select a leader in the school or community.</li> </ul>
<p><a href="#">SS.7.C.3.7</a> :</p>	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.g</a>: Identify ways amendments to the United States</li> </ul>

	<p>Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.Su.g</a>: Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.</li> <li>• <a href="#">SS.7.C.3.Pa.g</a>: Recognize that American citizens have the right to vote.</li> </ul>
<p><a href="#">SS.7.C.1.8</a> :</p>	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.h</a>: Identify an argument for and against the inclusion of a bill of rights in the Constitution.</li> <li>• <a href="#">SS.7.C.1.Su.h</a>: Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.</li> <li>• <a href="#">SS.7.C.1.Pa.h</a>: Recognize that both individuals and groups have rights.</li> </ul>
<p><a href="#">SS.7.C.2.8</a> :</p>	<p>Identify America's current political parties, and illustrate their ideas about government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.h</a>: Identify the current political parties in America.</li> <li>• <a href="#">SS.7.C.2.Su.h</a>: Recognize the current political parties in America.</li> <li>• <a href="#">SS.7.C.2.Pa.h</a>: Recognize that there are political parties in America.</li> </ul>
<p><a href="#">SS.7.C.3.8</a> :</p>	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.h</a>: Identify the major function of the three branches of the United States government established by the Constitution.</li> <li>• <a href="#">SS.7.C.3.Su.h</a>: Recognize the major function of the three branches of the United States government.</li> <li>• <a href="#">SS.7.C.3.Pa.h</a>: Recognize that the United States government has three parts.</li> </ul>
<p><a href="#">SS.7.C.1.9</a> :</p>	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.i</a>: Identify how the rule of law is used in American government, such as people must follow the laws of the government.</li> <li>• <a href="#">SS.7.C.1.Su.i</a>: Recognize that people must follow the laws of American government.</li> <li>• <a href="#">SS.7.C.1.Pa.i</a>: Recognize that people must follow laws of government.</li> </ul>
<p><a href="#">SS.7.C.2.9</a> :</p>	<p>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.i</a>: Identify the qualifications of candidates for a political office.</li> <li>• <a href="#">SS.7.C.2.Su.i</a>: Recognize that candidates run for a political office.</li> <li>• <a href="#">SS.7.C.2.Pa.i</a>: Recognize a political office.</li> </ul>
<p><a href="#">SS.7.C.3.9</a> :</p>	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.i</a>: Identify how government makes a law.</li> <li>• <a href="#">SS.7.C.3.Su.i</a>: Recognize how government makes a law.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.Pa.i</a>: Recognize that the government makes laws.</li> </ul>
<p><a href="#">SS.7.C.2.10</a> :</p>	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.j</a>: Identify how the media and people influence government.</li> <li>• <a href="#">SS.7.C.2.Su.j</a>: Recognize that the media and people can influence government.</li> <li>• <a href="#">SS.7.C.2.Pa.j</a>: Recognize that the media influences people.</li> </ul>
<p><a href="#">SS.7.C.3.10</a> :</p>	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.j</a>: Identify how government makes a law.</li> <li>• <a href="#">SS.7.C.3.Su.j</a>: Recognize how government makes a law.</li> <li>• <a href="#">SS.7.C.3.Pa.j</a>: Recognize that the government makes laws.</li> </ul>
<p><a href="#">SS.7.C.2.11</a> :</p>	<p>Analyze media and political communications (bias, symbolism, propaganda).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.k</a>: Identify how the media and people influence government.</li> <li>• <a href="#">SS.7.C.2.Su.k</a>: Recognize that the media and people can influence government.</li> <li>• <a href="#">SS.7.C.2.Pa.k</a>: Recognize that the media influences people.</li> </ul>
<p><a href="#">SS.7.C.3.11</a> :</p>	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.k</a>: Identify court systems, such as criminal and civil courts at different levels of government.</li> <li>• <a href="#">SS.7.C.3.Su.k</a>: Recognize different court systems, such as</li> </ul>

	<p>criminal and civil courts.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.Pa.k</a>: Recognize that courts settle conflicts.</li> </ul>
<p><a href="#">SS.7.C.2.12</a> :</p>	<p>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.l</a>: Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.</li> <li>• <a href="#">SS.7.C.2.Su.l</a>: Recognize a problem in the local community and an authority to respond to that problem.</li> <li>• <a href="#">SS.7.C.2.Pa.l</a>: Recognize an authority to respond to a problem.</li> </ul>
<p><a href="#">SS.7.C.3.12</a> :</p>	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.l</a>: Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.</li> <li>• <a href="#">SS.7.C.3.Su.l</a>: Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.</li> <li>• <a href="#">SS.7.C.3.Pa.l</a>: Recognize that the Supreme Court recognizes that all citizens are equal.</li> </ul>
<p><a href="#">SS.7.C.2.13</a> :</p>	<p>Examine multiple perspectives on public and current issues.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.m</a>: Identify different perspectives on current issues.</li> <li>• <a href="#">SS.7.C.2.Su.m</a>: Recognize different perspectives on current issues.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.Pa.m</a>: Recognize a point of view on current issues.</li> </ul>
<p><a href="#">SS.7.C.3.13</a> :</p>	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.m</a>: Describe the Constitution of the State of Florida.</li> <li>• <a href="#">SS.7.C.3.Su.m</a>: Identify the Constitution of the State of Florida.</li> <li>• <a href="#">SS.7.C.3.Pa.m</a>: Recognize that the State of Florida has laws.</li> </ul>
<p><a href="#">SS.7.C.2.14</a> :</p>	<p>Conduct a service project to further the public good.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.n</a>: Engage in a service project to further the public good, such as at school, community, or state levels.</li> <li>• <a href="#">SS.7.C.2.Su.n</a>: Assist with a service project to further the public good, such as at school, community, or state levels.</li> <li>• <a href="#">SS.7.C.2.Pa.n</a>: Participate in a service project to further the public good, such as at school, community, or state levels.</li> </ul>
<p><a href="#">SS.7.C.3.14</a> :</p>	<p>Differentiate between local, state, and federal governments' obligations and services.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.n</a>: Identify obligations and services of local, state, and federal governments.</li> <li>• <a href="#">SS.7.C.3.Su.n</a>: Recognize major obligations and services of local, state, and federal governments.</li> <li>• <a href="#">SS.7.C.3.Pa.n</a>: Recognize that local, state, and federal governments provide services.</li> </ul>



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# Course: 7821022 Access M/J World History

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## BASIC INFORMATION

Course Number:	7821022
Course Title:	Access M/J World History
Course Abbreviated Title:	Access M/J World History
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas »
Course Length:	Year
Status:	State Board Approved

## RELATED ACCESS POINTS: Independent(82) Supported(82) Participatory(82)

<a href="#">SS.6.C.1.1:</a>	<p>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <a href="#">SS.6.C.1.In.a:</a> Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.</li><li>• <a href="#">SS.6.C.1.Su.a:</a> Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting.</li><li>• <a href="#">SS.6.C.1.Pa.a:</a> Recognize that citizens vote for leaders.</li></ul>
<a href="#">SS.6.C.1.2:</a>	Identify how the government of the Roman Republic contributed to

	<p>the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.C.1.In.b</a>: Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty.</li> <li>• <a href="#">SS.6.C.1.Su.b</a>: Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty.</li> <li>• <a href="#">SS.6.C.1.Pa.b</a>: Recognize that citizens must obey the law.</li> </ul>
<p><a href="#">SS.6.C.2.1</a>:</p>	<p>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.C.2.In.a</a>: Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government.</li> <li>• <a href="#">SS.6.C.2.Su.a</a>: Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government.</li> <li>• <a href="#">SS.6.C.2.Pa.a</a>: Recognize that citizens participate in government.</li> </ul>
<p><a href="#">SS.6.E.1.1</a>:</p>	<p>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.E.1.In.a</a>: Recognize factors that increase the economy, such as new resources, increased productivity, and technology.</li> <li>• <a href="#">SS.6.E.1.Su.a</a>: Recognize a factor that increases the economy, such as new resources, increased productivity, or technology.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.6.E.1.Pa.a</a>: Recognize a result of an increase in the production of goods, such as increased productivity.</li> </ul>
<a href="#">SS.6.E.1.2</a> :	<p>Describe and identify traditional and command economies as they appear in different civilizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.E.1.In.b</a>: Recognize basic characteristics of trade/barter (traditional) economies.</li> <li>• <a href="#">SS.6.E.1.Su.b</a>: Recognize a basic characteristic of trade/barter (traditional) economies.</li> <li>• <a href="#">SS.6.E.1.Pa.b</a>: Recognize that people can purchase or trade desired goods or services.</li> </ul>
<a href="#">SS.6.E.1.3</a> :	<p>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.E.1.In.c</a>: Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.</li> <li>• <a href="#">SS.6.E.1.Su.c</a>: Recognize economic concepts as they relate to early civilization, such as scarcity and trade.</li> <li>• <a href="#">SS.6.E.1.Pa.c</a>: Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).</li> </ul>
<a href="#">SS.6.E.2.1</a> :	<p>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.E.2.In.a</a>: Identify that leaders or family groups make economic decisions for their civilizations.</li> <li>• <a href="#">SS.6.E.2.Su.a</a>: Recognize that leaders or family groups make economic decisions for their civilizations.</li> <li>• <a href="#">SS.6.E.2.Pa.a</a>: Recognize that leaders make decisions about money.</li> </ul>

<p><a href="#"><u>SS.6.E.3.1:</u></a></p>	<p>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.E.3.In.a:</u></a> Recognize why people used different types of currency for trade in past civilizations.</li> <li>• <a href="#"><u>SS.6.E.3.Su.a:</u></a> Recognize that people used different types of currency for trade in past civilizations.</li> <li>• <a href="#"><u>SS.6.E.3.Pa.a:</u></a> Recognize that people use money for trade.</li> </ul>
<p><a href="#"><u>SS.6.E.3.2:</u></a></p>	<p>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.E.3.In.b:</u></a> Identify products that were traded among civilizations and an example of a barrier to trade.</li> <li>• <a href="#"><u>SS.6.E.3.Su.b:</u></a> Recognize products that were traded among civilizations.</li> <li>• <a href="#"><u>SS.6.E.3.Pa.b:</u></a> Recognize an example of a product that was traded.</li> </ul>
<p><a href="#"><u>SS.6.E.3.3:</u></a></p>	<p>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.E.3.In.c:</u></a> Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants.</li> <li>• <a href="#"><u>SS.6.E.3.Su.c:</u></a> Recognize the role of the merchant in the exchange of goods and services.</li> <li>• <a href="#"><u>SS.6.E.3.Pa.c:</u></a> Recognize that some people (merchants) sell goods to others.</li> </ul>
<p><a href="#"><u>SS.6.E.3.4:</u></a></p>	<p>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.E.3.In.d</a>: Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade.</li> <li>• <a href="#">SS.6.E.3.Su.d</a>: Recognize that both buyers and sellers expect to gain when making a trade.</li> <li>• <a href="#">SS.6.E.3.Pa.d</a>: Recognize give and take in a voluntary trade.</li> </ul>
<p><a href="#">SS.6.G.1.1:</a></p>	<p>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.1.In.a</a>: Use lines of latitude and longitude to locate places and to identify climate and time zones.</li> <li>• <a href="#">SS.6.G.1.Su.a</a>: Use a coordinate grid on a map to locate places.</li> <li>• <a href="#">SS.6.G.1.Pa.a</a>: Use positional words to identify a relative location.</li> </ul>
<p><a href="#">SS.6.G.1.2:</a></p>	<p>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.1.In.b</a>: Identify the purposes of different types of maps, such as political, physical, or special purpose.</li> <li>• <a href="#">SS.6.G.1.Su.b</a>: Identify differences between maps and globes.</li> <li>• <a href="#">SS.6.G.1.Pa.b</a>: Recognize a purpose of maps and globes.</li> </ul>
<p><a href="#">SS.6.G.1.3:</a></p>	<p>Identify natural wonders of the ancient world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.1.In.c</a>: Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.</li> <li>• <a href="#">SS.6.G.1.Su.c</a>: Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert.</li> <li>• <a href="#">SS.6.G.1.Pa.c</a>: Recognize natural landforms, such as</li> </ul>

	mountains and deserts.
<a href="#">SS.6.G.1.4:</a>	<p>Utilize tools geographers use to study the world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.1.In.d</a>: Use tools of geography, such as maps, globes, satellite images, and charts.</li> <li>• <a href="#">SS.6.G.1.Su.d</a>: Use selected tools of geography, such as maps, globes, and charts.</li> <li>• <a href="#">SS.6.G.1.Pa.d</a>: Use a tool of geography, such as a simple map or globe.</li> </ul>
<a href="#">SS.6.G.1.5:</a>	<p>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.1.In.e</a>: Use scale and cardinal directions to describe the relative location between two places on a map.</li> <li>• <a href="#">SS.6.G.1.Su.e</a>: Use cardinal directions to describe the relative location of a place on a map.</li> <li>• <a href="#">SS.6.G.1.Pa.e</a>: Use positional words to identify a relative location on a map.</li> </ul>
<a href="#">SS.6.G.1.6:</a>	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.1.In.f</a>: Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization.</li> <li>• <a href="#">SS.6.G.1.Su.f</a>: Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization.</li> <li>• <a href="#">SS.6.G.1.Pa.f</a>: Use a map to recognize a body of water.</li> </ul>
<a href="#">SS.6.G.1.7:</a>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.1.In.g</a>: Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as Greece and Rome.</li> <li>• <a href="#">SS.6.G.1.Su.g</a>: Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome.</li> <li>• <a href="#">SS.6.G.1.Pa.g</a>: Use an outline map to recognize a country or civilization.</li> </ul>
<p><a href="#">SS.6.G.2.1</a>:</p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.2.In.a</a>: Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world.</li> <li>• <a href="#">SS.6.G.2.Su.a</a>: Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world.</li> <li>• <a href="#">SS.6.G.2.Pa.a</a>: Recognize a way the environment affects people.</li> </ul>
<p><a href="#">SS.6.G.2.2</a>:</p>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.2.In.b</a>: Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.</li> <li>• <a href="#">SS.6.G.2.Su.b</a>: Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.</li> <li>• <a href="#">SS.6.G.2.Pa.b</a>: Recognize a way the environment affects</li> </ul>

	<p>people.</p>
<p><a href="#"><u>SS.6.G.2.3:</u></a></p>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.G.2.In.c:</u></a> Identify effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley.</li> <li>• <a href="#"><u>SS.6.G.2.Su.c:</u></a> Recognize effects of living near the water, such as the Nile River Valley.</li> <li>• <a href="#"><u>SS.6.G.2.Pa.c:</u></a> Recognize a way living near water affects people.</li> </ul>
<p><a href="#"><u>SS.6.G.2.4:</u></a></p>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.G.2.In.d:</u></a> Recognize ways the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.</li> <li>• <a href="#"><u>SS.6.G.2.Su.d:</u></a> Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.</li> <li>• <a href="#"><u>SS.6.G.2.Pa.d:</u></a> Recognize a way the geographical location of a country or civilization affects people.</li> </ul>
<p><a href="#"><u>SS.6.G.2.5:</u></a></p>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.G.2.In.e:</u></a> Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.</li> <li>• <a href="#"><u>SS.6.G.2.Su.e:</u></a> Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.</li> <li>• <a href="#"><u>SS.6.G.2.Pa.e:</u></a> Recognize a way a geographic boundary affects people.</li> </ul>

<p><a href="#"><u>SS.6.G.2.6:</u></a></p>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.G.2.In.f:</u></a> Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques.</li> <li>• <a href="#"><u>SS.6.G.2.Su.f:</u></a> Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques.</li> <li>• <a href="#"><u>SS.6.G.2.Pa.f:</u></a> Recognize that people share culture.</li> </ul>
<p><a href="#"><u>SS.6.G.2.7:</u></a></p>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.G.2.In.g:</u></a> Identify relative population density on a map.</li> <li>• <a href="#"><u>SS.6.G.2.Su.g:</u></a> Recognize relative population density on a map.</li> <li>• <a href="#"><u>SS.6.G.2.Pa.g:</u></a> Recognize a city on a map.</li> </ul>
<p><a href="#"><u>SS.6.G.3.1:</u></a></p>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.G.3.In.a:</u></a> Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations.</li> <li>• <a href="#"><u>SS.6.G.3.Su.a:</u></a> Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations.</li> <li>• <a href="#"><u>SS.6.G.3.Pa.a:</u></a> Recognize a characteristic of the environment necessary for agriculture.</li> </ul>
<p><a href="#"><u>SS.6.G.3.2:</u></a></p>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.3.In.b</a>: Identify an impact of human populations on the ancient world’s ecosystems, such as deforestation, abuse of resources, or erosion.</li> <li>• <a href="#">SS.6.G.3.Su.b</a>: Recognize an impact of human populations on the ancient world’s ecosystems, such as deforestation, abuse of resources, or erosion.</li> <li>• <a href="#">SS.6.G.3.Pa.b</a>: Recognize that humans affect the environment.</li> </ul>
<p><a href="#">SS.6.G.4.1</a>:</p>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.4.In.a</a>: Recognize ways family or ethnic relationships influenced ancient cultures.</li> <li>• <a href="#">SS.6.G.4.Su.a</a>: Recognize characteristics of families in an ancient culture.</li> <li>• <a href="#">SS.6.G.4.Pa.a</a>: Recognize a characteristic of families.</li> </ul>
<p><a href="#">SS.6.G.4.2</a>:</p>	<p>Use maps to trace significant migrations, and analyze their results.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.4.In.b</a>: Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas.</li> <li>• <a href="#">SS.6.G.4.Su.b</a>: Use a map to recognize human migration, such as prehistoric Asians to the Americas.</li> <li>• <a href="#">SS.6.G.4.Pa.b</a>: Recognize a result of migration.</li> </ul>
<p><a href="#">SS.6.G.4.3</a>:</p>	<p>Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.4.In.c</a>: Identify a site in Africa or Asia where evidence of early human societies has been found.</li> <li>• <a href="#">SS.6.G.4.Su.c</a>: Recognize an archeological site in Africa where evidence of early human societies has been found.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.4.Pa.c</a>: Recognize a result of migration.</li> </ul>
<p><a href="#">SS.6.G.4.4:</a></p>	<p>Map and analyze the impact of the spread of various belief systems in the ancient world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.4.In.d</a>: Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world.</li> <li>• <a href="#">SS.6.G.4.Su.d</a>: Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world.</li> <li>• <a href="#">SS.6.G.4.Pa.d</a>: Recognize that people have different religions (belief systems).</li> </ul>
<p><a href="#">SS.6.G.5.1:</a></p>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.5.In.a</a>: Recognize ways used to compensate for the scarcity of resources, such as water, fertile soil, and fuel, in the ancient world.</li> <li>• <a href="#">SS.6.G.5.Su.a</a>: Recognize a way used to compensate for the scarcity of resources, such as water, fertile soil, or fuel, in the ancient world.</li> <li>• <a href="#">SS.6.G.5.Pa.a</a>: Recognize a way people compensate for the scarcity of resources.</li> </ul>
<p><a href="#">SS.6.G.5.2:</a></p>	<p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.5.In.b</a>: Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways.</li> <li>• <a href="#">SS.6.G.5.Su.b</a>: Use geographic tools to identify a transportation network developed in an ancient civilization.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.5.Pa.b</a>: Recognize a way people overcome barriers, such as developing transportation networks.</li> </ul>
<p><a href="#">SS.6.G.5.3</a>:</p>	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.5.In.c</a>: Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia.</li> <li>• <a href="#">SS.6.G.5.Su.c</a>: Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations.</li> <li>• <a href="#">SS.6.G.5.Pa.c</a>: Recognize an effect of a natural disaster.</li> </ul>
<p><a href="#">SS.6.G.6.1</a>:</p>	<p>Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.6.In.a</a>: Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.</li> <li>• <a href="#">SS.6.G.6.Su.a</a>: Recognize a way that geographers organize information, such as by places and regions or the environment.</li> <li>• <a href="#">SS.6.G.6.Pa.a</a>: Recognize types of geographic information, such as places or spatial terms.</li> </ul>
<p><a href="#">SS.6.G.6.2</a>:</p>	<p>Compare maps of the world in ancient times with current political maps.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.6.In.b</a>: Identify differences in ancient and current maps of the world.</li> <li>• <a href="#">SS.6.G.6.Su.b</a>: Recognize differences in ancient and current</li> </ul>

	<p>maps of the world.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.G.6.Pa.b</a>: Recognize differences between maps.</li> </ul>
<p><a href="#">SS.6.W.1.1</a>:</p>	<p>Use timelines to identify chronological order of historical events.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.1.In.a</a>: Use a simple timeline to identify the sequence of historical events.</li> <li>• <a href="#">SS.6.W.1.Su.a</a>: Use a simple pictorial timeline to identify the sequence of historical events.</li> <li>• <a href="#">SS.6.W.1.Pa.a</a>: Use a simple pictorial timeline to identify an event.</li> </ul>
<p><a href="#">SS.6.W.1.2</a>:</p>	<p>Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.1.In.b</a>: Identify terms for time periods, such as decade and century.</li> <li>• <a href="#">SS.6.W.1.Su.b</a>: Recognize terms for time periods, such as a decade.</li> <li>• <a href="#">SS.6.W.1.Pa.b</a>: Recognize terms that relate to time, such as today and tomorrow.</li> </ul>
<p><a href="#">SS.6.W.1.3</a>:</p>	<p>Interpret primary and secondary sources.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.1.In.c</a>: Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.</li> <li>• <a href="#">SS.6.W.1.Su.c</a>: Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.</li> <li>• <a href="#">SS.6.W.1.Pa.c</a>: Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.</li> </ul>
<p><a href="#">SS.6.W.1.4</a>:</p>	<p>Describe the methods of historical inquiry and how history relates to</p>

	<p>the other social sciences.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.1.In.d</a>: Identify basic methods of historical inquiry and how history relates to geography, economics, and civics.</li> <li>• <a href="#">SS.6.W.1.Su.d</a>: Recognize a method of historical inquiry and how history relates to geography, economics, and civics.</li> <li>• <a href="#">SS.6.W.1.Pa.d</a>: Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.</li> </ul>
<p><a href="#">SS.6.W.1.5:</a></p>	<p>Describe the roles of historians and recognize varying historical interpretations (historiography).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.1.In.e</a>: Identify the role of historians and recognize that interpretations of historians may differ.</li> <li>• <a href="#">SS.6.W.1.Su.e</a>: Recognize the role of historians.</li> <li>• <a href="#">SS.6.W.1.Pa.e</a>: Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.</li> </ul>
<p><a href="#">SS.6.W.1.6:</a></p>	<p>Describe how history transmits culture and heritage and provides models of human character.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.1.In.f</a>: Identify how history transmits culture and models of human character.</li> <li>• <a href="#">SS.6.W.1.Su.f</a>: Recognize how history transmits culture.</li> <li>• <a href="#">SS.6.W.1.Pa.f</a>: Recognize a characteristic of culture.</li> </ul>
<p><a href="#">SS.6.W.2.1:</a></p>	<p>Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.2.In.a</a>: Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities.</li> <li>• <a href="#">SS.6.W.2.Su.a</a>: Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.2.Pa.a</a>: Recognize that people need food and shelter.</li> </ul>
<p><a href="#">SS.6.W.2.2</a>:</p>	<p>Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.2.In.b</a>: Identify ways that agriculture and metallurgy changed life in early civilizations, such as through the use of tools and cultivation of crops.</li> <li>• <a href="#">SS.6.W.2.Su.b</a>: Recognize a way that agriculture and metallurgy changed life in early civilizations, such as through the use of tools or cultivation of crops.</li> <li>• <a href="#">SS.6.W.2.Pa.b</a>: Recognize that tools make it easier to do work.</li> </ul>
<p><a href="#">SS.6.W.2.3</a>:</p>	<p>Identify the characteristics of civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.2.In.c</a>: Recognize common characteristics of civilizations, such as cities, technology, government, and religion.</li> <li>• <a href="#">SS.6.W.2.Su.c</a>: Recognize a characteristic of civilizations, such as cities, technology, government, or religion.</li> <li>• <a href="#">SS.6.W.2.Pa.c</a>: Recognize a characteristic of civilization, such as a city.</li> </ul>
<p><a href="#">SS.6.W.2.4</a>:</p>	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.2.In.d</a>: Recognize ways of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.</li> <li>• <a href="#">SS.6.W.2.Su.d</a>: Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.</li> <li>• <a href="#">SS.6.W.2.Pa.d</a>: Recognize a characteristic of civilization, such</li> </ul>

	<p>as a city.</p>
<p><a href="#"><u>SS.6.W.2.5:</u></a></p>	<p>Summarize important achievements of Egyptian civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.2.In.e:</u></a> Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification.</li> <li>• <a href="#"><u>SS.6.W.2.Su.e:</u></a> Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture.</li> <li>• <a href="#"><u>SS.6.W.2.Pa.e:</u></a> Recognize an achievement of civilization, such as art, architecture, writing, or technology.</li> </ul>
<p><a href="#"><u>SS.6.W.2.6:</u></a></p>	<p>Determine the contributions of key figures from ancient Egypt.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.2.In.f:</u></a> Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun.</li> <li>• <a href="#"><u>SS.6.W.2.Su.f:</u></a> Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun.</li> <li>• <a href="#"><u>SS.6.W.2.Pa.f:</u></a> Recognize that civilizations had different leaders.</li> </ul>
<p><a href="#"><u>SS.6.W.2.7:</u></a></p>	<p>Summarize the important achievements of Mesopotamian civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.2.In.g:</u></a> Identify achievements of Mesopotamian civilization, such as writing, art and architecture, and technology—wheel, sail, and plow.</li> <li>• <a href="#"><u>SS.6.W.2.Su.g:</u></a> Recognize an achievement of Mesopotamian civilization, such as writing, art and architecture, or technology—wheel, sail, and plow.</li> <li>• <a href="#"><u>SS.6.W.2.Pa.g:</u></a> Recognize an achievement of civilization, such as art, architecture, writing, or technology.</li> </ul>

<p><a href="#"><u>SS.6.W.2.8:</u></a></p>	<p>Determine the impact of key figures from ancient Mesopotamian civilizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.2.In.h:</u></a> Recognize the impact of selected key figures, such as Hammurabi, Nebuchadnezzar, and Cyrus, from ancient Mesopotamian civilizations.</li> <li>• <a href="#"><u>SS.6.W.2.Su.h:</u></a> Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations.</li> <li>• <a href="#"><u>SS.6.W.2.Pa.h:</u></a> Recognize that civilizations had different leaders.</li> </ul>
<p><a href="#"><u>SS.6.W.2.9:</u></a></p>	<p>Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.2.In.i:</u></a> Recognize key figures and a basic belief of the ancient Israelites, such as Abraham and Moses, and belief in monotheism and emphasis on individual worth and responsibility.</li> <li>• <a href="#"><u>SS.6.W.2.Su.i:</u></a> Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility.</li> <li>• <a href="#"><u>SS.6.W.2.Pa.i:</u></a> Recognize that civilizations had different leaders.</li> </ul>
<p><a href="#"><u>SS.6.W.2.10:</u></a></p>	<p>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.2.In.j:</u></a> Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion.</li> <li>• <a href="#"><u>SS.6.W.2.Su.j:</u></a> Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion.</li> <li>• <a href="#"><u>SS.6.W.2.Pa.j:</u></a> Recognize a characteristic of civilization, such</li> </ul>

	as the use of technology.
<p><a href="#"><u>SS.6.W.3.1:</u></a></p>	<p>Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.3.In.a:</u></a> Recognize cultural impacts of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, and written communication.</li> <li>• <a href="#"><u>SS.6.W.3.Su.a:</u></a> Recognize a cultural impact of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, or written communication.</li> <li>• <a href="#"><u>SS.6.W.3.Pa.a:</u></a> Recognize the impact of written communication.</li> </ul>
<p><a href="#"><u>SS.6.W.3.2:</u></a></p>	<p>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.3.In.b:</u></a> Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.</li> <li>• <a href="#"><u>SS.6.W.3.Su.b:</u></a> Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation and voting.</li> <li>• <a href="#"><u>SS.6.W.3.Pa.b:</u></a> Recognize that citizens can vote for leaders.</li> </ul>
<p><a href="#"><u>SS.6.W.3.3:</u></a></p>	<p>Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.3.In.c:</u></a> Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots).</li> <li>• <a href="#"><u>SS.6.W.3.Su.c:</u></a> Recognize a difference in characteristics of life</li> </ul>

	<p>in Athens and Sparta, such as the role of citizens, women, or children.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.Pa.c</a>: Recognize that people have different roles, such as citizens or soldiers.</li> </ul>
<p><a href="#">SS.6.W.3.4</a>:</p>	<p>Explain the causes and effects of the Persian and Peloponnesian Wars.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.d</a>: Recognize a cause and effect of the Persian War, such as Persia’s desire to control Greece and the cooperation between Greek city-states to defend their homeland and maintain their independence.</li> <li>• <a href="#">SS.6.W.3.Su.d</a>: Recognize that wars were fought to control Greece.</li> <li>• <a href="#">SS.6.W.3.Pa.d</a>: Recognize that wars are fought for control.</li> </ul>
<p><a href="#">SS.6.W.3.5</a>:</p>	<p>Summarize the important achievements and contributions of ancient Greek civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.e</a>: Recognize important achievements and contributions of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, and science.</li> <li>• <a href="#">SS.6.W.3.Su.e</a>: Recognize an important achievement and contribution of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, or science.</li> <li>• <a href="#">SS.6.W.3.Pa.e</a>: Recognize an achievement or contribution from ancient civilization.</li> </ul>
<p><a href="#">SS.6.W.3.6</a>:</p>	<p>Determine the impact of key figures from ancient Greece.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.f</a>: Identify the impact of a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.Su.f</a>: Recognize a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.</li> <li>• <a href="#">SS.6.W.3.Pa.f</a>: Recognize the importance of writers, leaders, scientists, soldiers, or teachers.</li> </ul>
<a href="#">SS.6.W.3.7:</a>	<p>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.g</a>: Recognize key contributions and figures associated with the Hellenistic Period, such as Stoicism, Alexander the Great, and Archimedes.</li> <li>• <a href="#">SS.6.W.3.Su.g</a>: Recognize a key contribution or figure associated with the Hellenistic Period, such as Stoicism, Alexander the Great, or Archimedes.</li> <li>• <a href="#">SS.6.W.3.Pa.g</a>: Recognize an achievement or contribution from ancient civilization.</li> </ul>
<a href="#">SS.6.W.3.8:</a>	<p>Determine the impact of significant figures associated with ancient Rome.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.h</a>: Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.</li> <li>• <a href="#">SS.6.W.3.Su.h</a>: Recognize a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.</li> <li>• <a href="#">SS.6.W.3.Pa.h</a>: Recognize the importance of writers, leaders, scientists, soldiers, or teachers.</li> </ul>
<a href="#">SS.6.W.3.9:</a>	<p>Explain the impact of the Punic Wars on the development of the Roman Empire.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.i</a>: Identify that Rome became an important power because it won the Punic Wars.</li> <li>• <a href="#">SS.6.W.3.Su.i</a>: Recognize that Rome became an important</li> </ul>

	<p>power because it won a war.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.Pa.i</a>: Recognize that wars are fought for control.</li> </ul>
<p><a href="#">SS.6.W.3.10</a>:</p>	<p>Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.j</a>: Identify characteristics of the government of the Roman Republic that contributed to democratic principles, such as representative government and civic duty.</li> <li>• <a href="#">SS.6.W.3.Su.j</a>: Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty.</li> <li>• <a href="#">SS.6.W.3.Pa.j</a>: Recognize a contribution related to government from ancient civilization.</li> </ul>
<p><a href="#">SS.6.W.3.11</a>:</p>	<p>Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.k</a>: Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice and role in government and were led by a dictator.</li> <li>• <a href="#">SS.6.W.3.Su.k</a>: Recognize characteristics of ancient Roman life and culture.</li> <li>• <a href="#">SS.6.W.3.Pa.k</a>: Recognize a characteristic of culture.</li> </ul>
<p><a href="#">SS.6.W.3.12</a>:</p>	<p>Explain the causes for the growth and longevity of the Roman Empire.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.l</a>: Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks.</li> <li>• <a href="#">SS.6.W.3.Su.l</a>: Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government,</li> </ul>

	<p>expansion of citizenship, or extension of road networks.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.Pa.l</a>: Recognize an achievement or contribution from ancient civilization.</li> </ul>
<p><a href="#">SS.6.W.3.13</a>:</p>	<p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.m</a>: Identify key figures and basic beliefs of early Christianity, such as Jesus and one god.</li> <li>• <a href="#">SS.6.W.3.Su.m</a>: Recognize that the religion known as Christianity began a long time ago.</li> <li>• <a href="#">SS.6.W.3.Pa.m</a>: Recognize a characteristic of religion.</li> </ul>
<p><a href="#">SS.6.W.3.14</a>:</p>	<p>Describe the key achievements and contributions of Roman civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.n</a>: Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology.</li> <li>• <a href="#">SS.6.W.3.Su.n</a>: Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government.</li> <li>• <a href="#">SS.6.W.3.Pa.n</a>: Recognize an achievement or contribution from ancient civilization.</li> </ul>
<p><a href="#">SS.6.W.3.15</a>:</p>	<p>Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.o</a>: Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery.</li> <li>• <a href="#">SS.6.W.3.Su.o</a>: Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.Pa.o</a>: Recognize a characteristic of a power struggle.</li> </ul>
<p><a href="#">SS.6.W.3.16</a>:</p>	<p>Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.p</a>: Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves.</li> <li>• <a href="#">SS.6.W.3.Su.p</a>: Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves.</li> <li>• <a href="#">SS.6.W.3.Pa.p</a>: Recognize that people have different roles, such as citizens or soldiers.</li> </ul>
<p><a href="#">SS.6.W.3.17</a>:</p>	<p>Explain the spread and influence of the Latin language on Western Civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.q</a>: Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science.</li> <li>• <a href="#">SS.6.W.3.Su.q</a>: Recognize an influence of different languages on civilization, such as in education or science.</li> <li>• <a href="#">SS.6.W.3.Pa.q</a>: Recognize the importance of language.</li> </ul>
<p><a href="#">SS.6.W.3.18</a>:</p>	<p>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.3.In.r</a>: Recognize factors in the rise and fall of the ancient east African kingdoms, such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles.</li> <li>• <a href="#">SS.6.W.3.Su.r</a>: Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy.</li> <li>• <a href="#">SS.6.W.3.Pa.r</a>: Recognize an achievement or contribution</li> </ul>

	<p>from ancient civilization.</p>
<p><a href="#"><u>SS.6.W.4.1:</u></a></p>	<p>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.4.In.a:</u></a> Recognize the significance of Aryan and other tribal migrations on Indian civilization, such as the spread of Hinduism.</li> <li>• <a href="#"><u>SS.6.W.4.Su.a:</u></a> Recognize that a group of people migrated to India and brought a new religion, Hinduism.</li> <li>• <a href="#"><u>SS.6.W.4.Pa.a:</u></a> Recognize an impact of migration.</li> </ul>
<p><a href="#"><u>SS.6.W.4.2:</u></a></p>	<p>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.4.In.b:</u></a> Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system.</li> <li>• <a href="#"><u>SS.6.W.4.Su.b:</u></a> Recognize a major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system.</li> <li>• <a href="#"><u>SS.6.W.4.Pa.b:</u></a> Recognize that people have different beliefs (religions).</li> </ul>
<p><a href="#"><u>SS.6.W.4.3:</u></a></p>	<p>Recognize the political and cultural achievements of the Mauryan and Gupta empires.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.4.In.c:</u></a> Recognize achievements of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, and astronomy.</li> <li>• <a href="#"><u>SS.6.W.4.Su.c:</u></a> Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy.</li> <li>• <a href="#"><u>SS.6.W.4.Pa.c:</u></a> Recognize an achievement or contribution of Asian civilizations.</li> </ul>

<p><a href="#"><u>SS.6.W.4.4:</u></a></p>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.4.In.d:</u></a> Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment.</li> <li>• <a href="#"><u>SS.6.W.4.Su.d:</u></a> Recognize a teaching of Buddha, such as compassion, selflessness, or enlightenment.</li> <li>• <a href="#"><u>SS.6.W.4.Pa.d:</u></a> Recognize that people have different beliefs (religions).</li> </ul>
<p><a href="#"><u>SS.6.W.4.5:</u></a></p>	<p>Summarize the important achievements and contributions of ancient Indian civilization.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.4.In.e:</u></a> Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.</li> <li>• <a href="#"><u>SS.6.W.4.Su.e:</u></a> Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.</li> <li>• <a href="#"><u>SS.6.W.4.Pa.e:</u></a> Recognize an achievement or contribution of Asian civilizations.</li> </ul>
<p><a href="#"><u>SS.6.W.4.6:</u></a></p>	<p>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.6.W.4.In.f:</u></a> Identify that some Chinese dynasties believed their power came from the Mandate of Heaven.</li> <li>• <a href="#"><u>SS.6.W.4.Su.f:</u></a> Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven.</li> <li>• <a href="#"><u>SS.6.W.4.Pa.f:</u></a> Recognize that the leadership of government changes.</li> </ul>
<p><a href="#"><u>SS.6.W.4.7:</u></a></p>	<p>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.4.In.g</a>: Identify basic teachings of Confucius, such as love and respect for one’s family (filial piety) and the role of kinship in maintaining order.</li> <li>• <a href="#">SS.6.W.4.Su.g</a>: Recognize a basic teaching of Confucius, such as love and respect for one’s family (filial piety).</li> <li>• <a href="#">SS.6.W.4.Pa.g</a>: Recognize an achievement or contribution of Asian civilizations.</li> </ul>
<p><a href="#">SS.6.W.4.8</a>:</p>	<p>Describe the contributions of classical and post classical China.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.4.In.h</a>: Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass.</li> <li>• <a href="#">SS.6.W.4.Su.h</a>: Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass.</li> <li>• <a href="#">SS.6.W.4.Pa.h</a>: Recognize an achievement or contribution of Asian civilizations.</li> </ul>
<p><a href="#">SS.6.W.4.9</a>:</p>	<p>Identify key figures from classical and post classical China.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.4.In.i</a>: Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall.</li> <li>• <a href="#">SS.6.W.4.Su.i</a>: Recognize that the first emperor in China built the Great Wall.</li> <li>• <a href="#">SS.6.W.4.Pa.i</a>: Recognize that Asian civilizations have leaders.</li> </ul>
<p><a href="#">SS.6.W.4.10</a>:</p>	<p>Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.4.In.j</a>: Recognize the significance of the silk roads and maritime routes for trade in Asia, East Africa, and the</li> </ul>

	<p>Mediterranean Basin.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.4.Su.j</a>: Recognize that people traveled on land and water to trade goods and ideas in Asia, East Africa, and the Mediterranean Basin.</li> <li>• <a href="#">SS.6.W.4.Pa.j</a>: Recognize that people exchange goods.</li> </ul>
<p><a href="#">SS.6.W.4.11</a>:</p>	<p>Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.4.In.k</a>: Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks.</li> <li>• <a href="#">SS.6.W.4.Su.k</a>: Recognize that the Mongols used fighting and fear to control other countries.</li> <li>• <a href="#">SS.6.W.4.Pa.k</a>: Recognize that people fight to gain control of a country.</li> </ul>
<p><a href="#">SS.6.W.4.12</a>:</p>	<p>Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.6.W.4.In.l</a>: Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe.</li> <li>• <a href="#">SS.6.W.4.Su.l</a>: Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall.</li> <li>• <a href="#">SS.6.W.4.Pa.l</a>: Recognize a characteristic of isolation.</li> </ul>



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# Course: 7821021 Access M/J Civics

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## BASIC INFORMATION

Course Number:	7821021
Course Title:	Access M/J Civics
Course Abbreviated Title:	Access M/J Civics
Course Path:	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas »
Course Length:	Year
Status:	State Board Approved

## RELATED ACCESS POINTS: Independent(74) Supported(74) Participatory(74)

<a href="#">LA.7.1.6.1:</a>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"><li>• <a href="#">LA.7.1.6.In.a:</a> Use new vocabulary that is introduced and taught directly.</li><li>• <a href="#">LA.7.1.6.Su.a:</a> Use new vocabulary that is introduced and taught directly.</li><li>• <a href="#">LA.7.1.6.Pa.a:</a> Respond to new vocabulary that is introduced and taught directly.</li></ul>
<a href="#">LA.7.1.6.2:</a>	The student will listen to, read, and discuss familiar and conceptually

	<p>challenging text;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.b</a>: Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.7.1.6.Su.b</a>: Listen to, read, and discuss a variety of text.</li> <li>• <a href="#">LA.7.1.6.Pa.b</a>: Listen and respond to stories and informational text.</li> </ul>
<p><a href="#">LA.7.1.6.3:</a></p>	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.6.In.c</a>: Use context clues and graphics to determine meaning of unknown words.</li> <li>• <a href="#">LA.7.1.6.Su.c</a>: Use context clues and illustrations to determine meaning of unknown words.</li> <li>• <a href="#">LA.7.1.6.Pa.c</a>: Identify persons, objects, and actions by name or characteristic.</li> </ul>
<p><a href="#">LA.7.1.7.1:</a></p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA.7.1.7.In.a</a>: Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. table of contents, headings, simple charts and maps, text styles) to make and</li> <li>• <a href="#">LA.7.1.7.Su.a</a>: Use background knowledge of the subject and text features (e.g. illustrations, title, table of contents) to make and confirm predictions of content of reading selections.</li> <li>• <a href="#">LA.7.1.7.Pa.a</a>: Identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities.</li> </ul>



<p><a href="#"><u>LA.7.1.7.3:</u></a></p>	<p>The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>LA.7.1.7.In.g:</u></a> Identify the theme in fiction or nonfiction selections.</li> <li>• <a href="#"><u>LA.7.1.7.Su.c:</u></a> Determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened.</li> <li>• <a href="#"><u>LA.7.1.7.Pa.c:</u></a> Recognize details in read-aloud stories and informational text.</li> </ul>
<p><a href="#"><u>MA.7.A.1.2:</u></a></p>	<p>Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.7.A.1.In.b:</u></a> Identify that a higher percent represents a larger quantity or amount in real-world problems.</li> <li>• <a href="#"><u>MA.7.A.1.Su.b:</u></a> Identify that percent discounts reduce the price of goods in real-world situations.</li> <li>• <a href="#"><u>MA.7.A.1.Pa.b:</u></a> Match objects to a model or picture that is a smaller version.</li> </ul>
<p><a href="#"><u>MA.7.S.6.1:</u></a></p>	<p>Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>MA.7.S.6.In.a:</u></a> Use data from a part of a group (sample) to make predictions regarding the whole group.</li> <li>• <a href="#"><u>MA.7.S.6.Su.a:</u></a> Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount.</li> <li>• <a href="#"><u>MA.7.S.6.Pa.a:</u></a> Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.</li> </ul>
<p><a href="#"><u>SS.7.C.1.1:</u></a></p>	<p>Recognize how Enlightenment ideas including Montesquieu's view of</p>

	<p>separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.a</a>: Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.</li> <li>• <a href="#">SS.7.C.1.Su.a</a>: Recognize the United States Constitution was based on ideas from the past.</li> <li>• <a href="#">SS.7.C.1.Pa.a</a>: Recognize that ideas of people influence others.</li> </ul>
<p><a href="#">SS.7.C.1.2:</a></p>	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.b</a>: Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."</li> <li>• <a href="#">SS.7.C.1.Su.b</a>: Recognize an influence on the colonists' view of government, such as the Mayflower Compact.</li> <li>• <a href="#">SS.7.C.1.Pa.b</a>: Recognize that ideas of people influence others.</li> </ul>
<p><a href="#">SS.7.C.1.3:</a></p>	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.c</a>: Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.</li> <li>• <a href="#">SS.7.C.1.Su.c</a>: Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.</li> <li>• <a href="#">SS.7.C.1.Pa.c</a>: Recognize people in the American colonies were unhappy with the way England was treating them.</li> </ul>

<p><a href="#"><u>SS.7.C.1.4:</u></a></p>	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.1.In.d:</u></a> Identify complaints described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, and cutting off trade with other countries.</li> <li>• <a href="#"><u>SS.7.C.1.Su.d:</u></a> Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, or cutting off trade with other countries.</li> <li>• <a href="#"><u>SS.7.C.1.Pa.d:</u></a> Recognize people in the American colonies were unhappy with the way England was treating them.</li> </ul>
<p><a href="#"><u>SS.7.C.1.5:</u></a></p>	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.1.In.e:</u></a> Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.</li> <li>• <a href="#"><u>SS.7.C.1.Su.e:</u></a> Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.</li> <li>• <a href="#"><u>SS.7.C.1.Pa.e:</u></a> Recognize that government can be changed.</li> </ul>
<p><a href="#"><u>SS.7.C.1.6:</u></a></p>	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.1.In.f:</u></a> Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.</li> <li>• <a href="#"><u>SS.7.C.1.Su.f:</u></a> Recognize that the Preamble of the United States Constitution states the reasons the government was created.</li> <li>• <a href="#"><u>SS.7.C.1.Pa.f:</u></a> Recognize a reason for government.</li> </ul>
<p><a href="#"><u>SS.7.C.1.7:</u></a></p>	<p>Describe how the Constitution limits the powers of government</p>

	<p>through separation of powers and checks and balances.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.g</a>: Identify examples of separation of powers in the Constitution, such as the three branches of government.</li> <li>• <a href="#">SS.7.C.1.Su.g</a>: Recognize the powers of the branches of government of the United States.</li> <li>• <a href="#">SS.7.C.1.Pa.g</a>: Recognize that the government has different parts.</li> </ul>
<p><a href="#">SS.7.C.1.8:</a></p>	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.h</a>: Identify an argument for and against the inclusion of a bill of rights in the Constitution.</li> <li>• <a href="#">SS.7.C.1.Su.h</a>: Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.</li> <li>• <a href="#">SS.7.C.1.Pa.h</a>: Recognize that both individuals and groups have rights.</li> </ul>
<p><a href="#">SS.7.C.1.9:</a></p>	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.1.In.i</a>: Identify how the rule of law is used in American government, such as people must follow the laws of the government.</li> <li>• <a href="#">SS.7.C.1.Su.i</a>: Recognize that people must follow the laws of American government.</li> <li>• <a href="#">SS.7.C.1.Pa.i</a>: Recognize that people must follow laws of government.</li> </ul>
<p><a href="#">SS.7.C.2.1:</a></p>	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.a</a>: Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.</li> <li>• <a href="#">SS.7.C.2.Su.a</a>: Recognize that a citizen is a legal resident of a country.</li> <li>• <a href="#">SS.7.C.2.Pa.a</a>: Recognize a person who is an American citizen.</li> </ul>
<p><a href="#">SS.7.C.2.2:</a></p>	<p>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.b</a>: Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.</li> <li>• <a href="#">SS.7.C.2.Su.b</a>: Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.</li> <li>• <a href="#">SS.7.C.2.Pa.b</a>: Recognize an obligation of citizens, such as obeying laws.</li> </ul>
<p><a href="#">SS.7.C.2.3:</a></p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.c</a>: Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.</li> <li>• <a href="#">SS.7.C.2.Su.c</a>: Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.</li> <li>• <a href="#">SS.7.C.2.Pa.c</a>: Recognize a responsibility of a good citizen, such as voting.</li> </ul>
<p><a href="#">SS.7.C.2.4:</a></p>	<p>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.d</a>: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.</li> <li>• <a href="#">SS.7.C.2.Su.d</a>: Recognize the rights of individuals in the Bill of</li> </ul>

	<p>Rights.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.Pa.d</a>: Recognize a right of citizens guaranteed by law.</li> </ul>
<p><a href="#">SS.7.C.2.5</a>:</p>	<p>Distinguish how the Constitution safeguards and limits individual rights.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.e</a>: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.</li> <li>• <a href="#">SS.7.C.2.Su.e</a>: Recognize the rights of individuals in the Bill of Rights.</li> <li>• <a href="#">SS.7.C.2.Pa.e</a>: Recognize a right of citizens guaranteed by law.</li> </ul>
<p><a href="#">SS.7.C.2.6</a>:</p>	<p>Simulate the trial process and the role of juries in the administration of justice.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.f</a>: Identify the purpose of a jury in a trial.</li> <li>• <a href="#">SS.7.C.2.Su.f</a>: Recognize the purpose of the jury in a trial.</li> <li>• <a href="#">SS.7.C.2.Pa.f</a>: Recognize a right of citizens guaranteed by law.</li> </ul>
<p><a href="#">SS.7.C.2.7</a>:</p>	<p>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.g</a>: Describe the voting process for selecting leaders in the school or community.</li> <li>• <a href="#">SS.7.C.2.Su.g</a>: Identify how to vote for a leader in the school or community.</li> <li>• <a href="#">SS.7.C.2.Pa.g</a>: Recognize that people can vote to select a leader in the school or community.</li> </ul>
<p><a href="#">SS.7.C.2.8</a>:</p>	<p>Identify America's current political parties, and illustrate their ideas about government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.h</a>: Identify the current political parties in America.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.Su.h</a>: Recognize the current political parties in America.</li> <li>• <a href="#">SS.7.C.2.Pa.h</a>: Recognize that there are political parties in America.</li> </ul>
<a href="#">SS.7.C.2.9:</a>	<p>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.i</a>: Identify the qualifications of candidates for a political office.</li> <li>• <a href="#">SS.7.C.2.Su.i</a>: Recognize that candidates run for a political office.</li> <li>• <a href="#">SS.7.C.2.Pa.i</a>: Recognize a political office.</li> </ul>
<a href="#">SS.7.C.2.10:</a>	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.j</a>: Identify how the media and people influence government.</li> <li>• <a href="#">SS.7.C.2.Su.j</a>: Recognize that the media and people can influence government.</li> <li>• <a href="#">SS.7.C.2.Pa.j</a>: Recognize that the media influences people.</li> </ul>
<a href="#">SS.7.C.2.11:</a>	<p>Analyze media and political communications (bias, symbolism, propaganda).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.k</a>: Identify how the media and people influence government.</li> <li>• <a href="#">SS.7.C.2.Su.k</a>: Recognize that the media and people can influence government.</li> <li>• <a href="#">SS.7.C.2.Pa.k</a>: Recognize that the media influences people.</li> </ul>
<a href="#">SS.7.C.2.12:</a>	<p>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government</p>

	<p>agencies to address the issue, and determining a course of action.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.l</a>: Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.</li> <li>• <a href="#">SS.7.C.2.Su.l</a>: Recognize a problem in the local community and an authority to respond to that problem.</li> <li>• <a href="#">SS.7.C.2.Pa.l</a>: Recognize an authority to respond to a problem.</li> </ul>
<p><a href="#">SS.7.C.2.13</a>:</p>	<p>Examine multiple perspectives on public and current issues.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.m</a>: Identify different perspectives on current issues.</li> <li>• <a href="#">SS.7.C.2.Su.m</a>: Recognize different perspectives on current issues.</li> <li>• <a href="#">SS.7.C.2.Pa.m</a>: Recognize a point of view on current issues.</li> </ul>
<p><a href="#">SS.7.C.2.14</a>:</p>	<p>Conduct a service project to further the public good.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.2.In.n</a>: Engage in a service project to further the public good, such as at school, community, or state levels.</li> <li>• <a href="#">SS.7.C.2.Su.n</a>: Assist with a service project to further the public good, such as at school, community, or state levels.</li> <li>• <a href="#">SS.7.C.2.Pa.n</a>: Participate in a service project to further the public good, such as at school, community, or state levels.</li> </ul>
<p><a href="#">SS.7.C.3.1</a>:</p>	<p>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.a</a>: Identify characteristics of different forms of government, such as democracy, monarchy, and communism.</li> <li>• <a href="#">SS.7.C.3.Su.a</a>: Recognize different forms of government, such</li> </ul>



	<p>as democracy and communism.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.Pa.a</a>: Recognize that in a democracy, people vote to elect government leaders.</li> </ul>
<p><a href="#">SS.7.C.3.2</a>:</p>	<p>Compare parliamentary, federal, confederal, and unitary systems of government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.b</a>: Identify characteristics of different forms of government, such as democracy, monarchy, and communism.</li> <li>• <a href="#">SS.7.C.3.Su.b</a>: Recognize different forms of government, such as democracy and communism.</li> <li>• <a href="#">SS.7.C.3.Pa.b</a>: Recognize that in a democracy, people vote to elect government leaders.</li> </ul>
<p><a href="#">SS.7.C.3.3</a>:</p>	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.c</a>: Identify the major function of the three branches of the United States government established by the Constitution.</li> <li>• <a href="#">SS.7.C.3.Su.c</a>: Recognize the major function of the three branches of the United States government.</li> <li>• <a href="#">SS.7.C.3.Pa.c</a>: Recognize that the United States government has three parts.</li> </ul>
<p><a href="#">SS.7.C.3.4</a>:</p>	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.d</a>: Identify the relationship of power between the federal and state governments.</li> <li>• <a href="#">SS.7.C.3.Su.d</a>: Recognize the relationship of power between the federal and state governments.</li> <li>• <a href="#">SS.7.C.3.Pa.d</a>: Recognize that governments have different powers.</li> </ul>

<p><a href="#"><u>SS.7.C.3.5:</u></a></p>	<p>Explain the Constitutional amendment process.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.e:</u></a> Identify steps to amending the Constitution.</li> <li>• <a href="#"><u>SS.7.C.3.Su.e:</u></a> Identify that the Constitution can be changed by amendments.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.e:</u></a> Recognize that the government can change laws.</li> </ul>
<p><a href="#"><u>SS.7.C.3.6:</u></a></p>	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.f:</u></a> Identify the rights of individuals provided by the Constitution and Bill of Rights.</li> <li>• <a href="#"><u>SS.7.C.3.Su.f:</u></a> Recognize the rights of individuals provided by the Constitution and Bill of Rights.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.f:</u></a> Recognize individual rights provided by the government.</li> </ul>
<p><a href="#"><u>SS.7.C.3.7:</u></a></p>	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.g:</u></a> Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.</li> <li>• <a href="#"><u>SS.7.C.3.Su.g:</u></a> Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.g:</u></a> Recognize that American citizens have the right to vote.</li> </ul>
<p><a href="#"><u>SS.7.C.3.8:</u></a></p>	<p>Analyze the structure, functions, and processes of the legislative,</p>

	<p>executive, and judicial branches.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.h</a>: Identify the major function of the three branches of the United States government established by the Constitution.</li> <li>• <a href="#">SS.7.C.3.Su.h</a>: Recognize the major function of the three branches of the United States government.</li> <li>• <a href="#">SS.7.C.3.Pa.h</a>: Recognize that the United States government has three parts.</li> </ul>
<p><a href="#">SS.7.C.3.9</a>:</p>	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.i</a>: Identify how government makes a law.</li> <li>• <a href="#">SS.7.C.3.Su.i</a>: Recognize how government makes a law.</li> <li>• <a href="#">SS.7.C.3.Pa.i</a>: Recognize that the government makes laws.</li> </ul>
<p><a href="#">SS.7.C.3.10</a>:</p>	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.j</a>: Identify how government makes a law.</li> <li>• <a href="#">SS.7.C.3.Su.j</a>: Recognize how government makes a law.</li> <li>• <a href="#">SS.7.C.3.Pa.j</a>: Recognize that the government makes laws.</li> </ul>
<p><a href="#">SS.7.C.3.11</a>:</p>	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.3.In.k</a>: Identify court systems, such as criminal and civil courts at different levels of government.</li> <li>• <a href="#">SS.7.C.3.Su.k</a>: Recognize different court systems, such as criminal and civil courts.</li> <li>• <a href="#">SS.7.C.3.Pa.k</a>: Recognize that courts settle conflicts.</li> </ul>

<p><a href="#"><u>SS.7.C.3.12:</u></a></p>	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.I:</u></a> Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.</li> <li>• <a href="#"><u>SS.7.C.3.Su.I:</u></a> Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.I:</u></a> Recognize that the Supreme Court recognizes that all citizens are equal.</li> </ul>
<p><a href="#"><u>SS.7.C.3.13:</u></a></p>	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.m:</u></a> Describe the Constitution of the State of Florida.</li> <li>• <a href="#"><u>SS.7.C.3.Su.m:</u></a> Identify the Constitution of the State of Florida.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.m:</u></a> Recognize that the State of Florida has laws.</li> </ul>
<p><a href="#"><u>SS.7.C.3.14:</u></a></p>	<p>Differentiate between local, state, and federal governments' obligations and services.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.C.3.In.n:</u></a> Identify obligations and services of local, state, and federal governments.</li> <li>• <a href="#"><u>SS.7.C.3.Su.n:</u></a> Recognize major obligations and services of local, state, and federal governments.</li> <li>• <a href="#"><u>SS.7.C.3.Pa.n:</u></a> Recognize that local, state, and federal governments provide services.</li> </ul>
<p><a href="#"><u>SS.7.C.4.1:</u></a></p>	<p>Differentiate concepts related to United States domestic and foreign policy.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.4.In.a</a>: Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.</li> <li>• <a href="#">SS.7.C.4.Su.a</a>: Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).</li> <li>• <a href="#">SS.7.C.4.Pa.a</a>: Recognize that the government solves problems.</li> </ul>
<p><a href="#">SS.7.C.4.2:</a></p>	<p>Recognize government and citizen participation in international organizations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.4.In.b</a>: Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.</li> <li>• <a href="#">SS.7.C.4.Su.b</a>: Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.</li> <li>• <a href="#">SS.7.C.4.Pa.b</a>: Recognize that the United States helps other countries.</li> </ul>
<p><a href="#">SS.7.C.4.3:</a></p>	<p>Describe examples of how the United States has dealt with international conflicts.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.C.4.In.c</a>: Identify how the United States has been involved in an international conflict.</li> <li>• <a href="#">SS.7.C.4.Su.c</a>: Recognize that the United States has been involved in an international conflict.</li> <li>• <a href="#">SS.7.C.4.Pa.c</a>: Recognize an international conflict.</li> </ul>
<p><a href="#">SS.7.E.1.1:</a></p>	<p>Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.a</a>: Identify major characteristics of market</li> </ul>

	<p>(buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.Su.a</a>: Recognize characteristics of a market (buyers/sellers) economy.</li> <li>• <a href="#">SS.7.E.1.Pa.a</a>: Recognize people use money to purchase goods and services.</li> </ul>
<p><a href="#">SS.7.E.1.2</a>:</p>	<p>Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.b</a>: Identify differences in borrowing and lending money, including the use of credit.</li> <li>• <a href="#">SS.7.E.1.Su.b</a>: Recognize differences in borrowing and lending money.</li> <li>• <a href="#">SS.7.E.1.Pa.b</a>: Recognize the difference between a loan and a gift.</li> </ul>
<p><a href="#">SS.7.E.1.3</a>:</p>	<p>Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.c</a>: Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.</li> <li>• <a href="#">SS.7.E.1.Su.c</a>: Recognize common examples of the concepts of supply and demand, choice, and scarcity.</li> <li>• <a href="#">SS.7.E.1.Pa.c</a>: Recognize an example of choice and scarcity.</li> </ul>
<p><a href="#">SS.7.E.1.4</a>:</p>	<p>Discuss the function of financial institutions in the development of a market economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.d</a>: Identify different kinds of accounts and services provided by banks or other financial institutions.</li> <li>• <a href="#">SS.7.E.1.Su.d</a>: Recognize common accounts provided by banks or other financial institutions.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.Pa.d</a>: Recognize that a bank is a place to save money.</li> </ul>
<a href="#">SS.7.E.1.5</a> :	<p>Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.e</a>: Identify that profit and incentives motivate people and businesses to work harder.</li> <li>• <a href="#">SS.7.E.1.Su.e</a>: Recognize that incentives motivate people to work.</li> <li>• <a href="#">SS.7.E.1.Pa.e</a>: Recognize an incentive for completing work.</li> </ul>
<a href="#">SS.7.E.1.6</a> :	<p>Compare the national budget process to the personal budget process.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.1.In.f</a>: Identify an individual budget and how personal needs are used to develop it.</li> <li>• <a href="#">SS.7.E.1.Su.f</a>: Recognize the parts of a budget and how personal needs are used to develop it.</li> <li>• <a href="#">SS.7.E.1.Pa.f</a>: Recognize a plan (budget) to use resources, such as time, money, or materials.</li> </ul>
<a href="#">SS.7.E.2.1</a> :	<p>Explain how federal, state, and local taxes support the economy as a function of the United States government.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.a</a>: Identify how federal and local taxes are used by the government.</li> <li>• <a href="#">SS.7.E.2.Su.a</a>: Recognize how taxes are used by the government.</li> <li>• <a href="#">SS.7.E.2.Pa.a</a>: Recognize that taxes pay for services.</li> </ul>
<a href="#">SS.7.E.2.2</a> :	<p>Describe the banking system in the United States and its impact on the money supply.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.b</a>: Identify that the banking system in the United States controls the money supply and interest rates.</li> <li>• <a href="#">SS.7.E.2.Su.b</a>: Recognize that the banking system in the United States controls money.</li> <li>• <a href="#">SS.7.E.2.Pa.b</a>: Associate banks with money.</li> </ul>
<a href="#">SS.7.E.2.3:</a>	<p>Identify and describe United States laws and regulations adopted to promote economic competition.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.c</a>: Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.</li> <li>• <a href="#">SS.7.E.2.Su.c</a>: Recognize that there are laws that affect the economy, such as patent laws.</li> <li>• <a href="#">SS.7.E.2.Pa.c</a>: Recognize that businesses must follow rules.</li> </ul>
<a href="#">SS.7.E.2.4:</a>	<p>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.d</a>: Identify people from diverse backgrounds who have created successful businesses.</li> <li>• <a href="#">SS.7.E.2.Su.d</a>: Recognize people from diverse backgrounds who have created successful businesses.</li> <li>• <a href="#">SS.7.E.2.Pa.d</a>: Recognize that people create businesses.</li> </ul>
<a href="#">SS.7.E.2.5:</a>	<p>Explain how economic institutions impact the national economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.2.In.e</a>: Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.</li> <li>• <a href="#">SS.7.E.2.Su.e</a>: Recognize that financial institutions impact the national economy, such as banks and credit unions.</li> <li>• <a href="#">SS.7.E.2.Pa.e</a>: Associate banks with money.</li> </ul>
<a href="#">SS.7.F.3.1:</a>	<p>Explain how international trade requires a system for exchanging</p>



	<p>currency between and among nations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.In.a</a>: Recognize that currencies from different countries can be exchanged for trade.</li> <li>• <a href="#">SS.7.E.3.Su.a</a>: Recognize that countries use different types of currency for trade.</li> <li>• <a href="#">SS.7.E.3.Pa.a</a>: Recognize coins or bills from the United States.</li> </ul>
<p><a href="#">SS.7.E.3.2:</a></p>	<p>Assess how the changing value of currency affects trade of goods and services between nations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.In.b</a>: Recognize that currencies from different countries can be exchanged for trade.</li> <li>• <a href="#">SS.7.E.3.Su.b</a>: Recognize that countries use different types of currency for trade.</li> <li>• <a href="#">SS.7.E.3.Pa.b</a>: Recognize coins or bills from the United States.</li> </ul>
<p><a href="#">SS.7.E.3.3:</a></p>	<p>Compare and contrast a single resource economy with a diversified economy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.In.c</a>: Identify differences between a single resource economy and a diversified economy.</li> <li>• <a href="#">SS.7.E.3.Su.c</a>: Recognize a difference between a single resource economy and a diversified economy.</li> <li>• <a href="#">SS.7.E.3.Pa.c</a>: Recognize a product of an economy.</li> </ul>
<p><a href="#">SS.7.E.3.4:</a></p>	<p>Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.In.d</a>: Identify characteristics of the standard of living in the United States and other countries.</li> <li>• <a href="#">SS.7.E.3.Su.d</a>: Recognize characteristics of the standard of living in the United States.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.E.3.Pa.d</a>: Recognize that some people have more than others.</li> </ul>
<p><a href="#">SS.7.G.1.1</a>:</p>	<p>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.1.In.a</a>: Locate selected states, capitals, and the nation's capital on a map.</li> <li>• <a href="#">SS.7.G.1.Su.a</a>: Locate selected states and their capitals on a map.</li> <li>• <a href="#">SS.7.G.1.Pa.a</a>: Locate the United States on a map.</li> </ul>
<p><a href="#">SS.7.G.1.2</a>:</p>	<p>Locate on a world map the territories and protectorates of the United States of America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.1.In.b</a>: Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.</li> <li>• <a href="#">SS.7.G.1.Su.b</a>: Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.</li> <li>• <a href="#">SS.7.G.1.Pa.b</a>: Locate the United States on a map.</li> </ul>
<p><a href="#">SS.7.G.1.3</a>:</p>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.1.In.c</a>: Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.</li> <li>• <a href="#">SS.7.G.1.Su.c</a>: Identify the boundaries of United States, Canada, and Mexico on a map.</li> <li>• <a href="#">SS.7.G.1.Pa.c</a>: Locate the United States on a map.</li> </ul>
<p><a href="#">SS.7.G.2.1</a>:</p>	<p>Locate major cultural landmarks that are emblematic of the United States.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.2.In.a</a>: Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.</li> <li>• <a href="#">SS.7.G.2.Su.a</a>: Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.</li> <li>• <a href="#">SS.7.G.2.Pa.a</a>: Associate a major cultural landmark with the United States, such as the Statue of Liberty.</li> </ul>
<p><a href="#">SS.7.G.2.2:</a></p>	<p>Locate major physical landmarks that are emblematic of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.2.In.b</a>: Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains.</li> <li>• <a href="#">SS.7.G.2.Su.b</a>: Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains.</li> <li>• <a href="#">SS.7.G.2.Pa.b</a>: Associate a major physical landmark with the United States, such as the Grand Canyon.</li> </ul>
<p><a href="#">SS.7.G.2.3:</a></p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.2.In.c</a>: Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.</li> <li>• <a href="#">SS.7.G.2.Su.c</a>: Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.</li> <li>• <a href="#">SS.7.G.2.Pa.c</a>: Recognize how a physical characteristic of a location affects people.</li> </ul>

<p><a href="#"><u>SS.7.G.2.4:</u></a></p>	<p>Describe current major cultural regions of North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.G.2.In.d:</u></a> Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.</li> <li>• <a href="#"><u>SS.7.G.2.Su.d:</u></a> Recognize a major cultural region of the United States, such as the South.</li> <li>• <a href="#"><u>SS.7.G.2.Pa.d:</u></a> Recognize a characteristic of culture in North America.</li> </ul>
<p><a href="#"><u>SS.7.G.3.1:</u></a></p>	<p>Use maps to describe the location, abundance, and variety of natural resources in North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.G.3.In.a:</u></a> Use maps to identify natural resources in North America.</li> <li>• <a href="#"><u>SS.7.G.3.Su.a:</u></a> Use maps to recognize natural resources in North America.</li> <li>• <a href="#"><u>SS.7.G.3.Pa.a:</u></a> Use a pictorial map to recognize a natural resource.</li> </ul>
<p><a href="#"><u>SS.7.G.4.1:</u></a></p>	<p>Use geographic terms and tools to explain cultural diffusion throughout North America.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.G.4.In.a:</u></a> Use geographic terms and tools to identify different cultures in North America.</li> <li>• <a href="#"><u>SS.7.G.4.Su.a:</u></a> Use geographic tools to recognize a different culture in North America.</li> <li>• <a href="#"><u>SS.7.G.4.Pa.a:</u></a> Use a geographic tool to recognize a characteristic of culture in North America.</li> </ul>
<p><a href="#"><u>SS.7.G.4.2:</u></a></p>	<p>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SS.7.G.4.In.b:</u></a> Use maps and other geographic tools to identify different population groups of the United States.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.4.Su.b</a>: Use maps and other geographic tools to recognize a population group of the United States.</li> <li>• <a href="#">SS.7.G.4.Pa.b</a>: Use a geographic tool to recognize a characteristic of culture in North America.</li> </ul>
<a href="#">SS.7.G.5.1</a> :	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.5.In.a</a>: Use a map to display information about issues of conservation or ecology in the local community.</li> <li>• <a href="#">SS.7.G.5.Su.a</a>: Use a map to display information about an issue of conservation or ecology in the local community.</li> <li>• <a href="#">SS.7.G.5.Pa.a</a>: Use a map to display information about the local environment.</li> </ul>
<a href="#">SS.7.G.6.1</a> :	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.7.G.6.In.a</a>: Use a form of technology to locate and view maps with current information about the United States, such as population density.</li> <li>• <a href="#">SS.7.G.6.Su.a</a>: Use a form of technology to view maps with current information about a region of the United States, such as population maps.</li> <li>• <a href="#">SS.7.G.6.Pa.a</a>: Use technology to view information about the United States.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (2)

<b>Discount:</b>	An amount that is subtracted from the regular price of an item.
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**Percent:**

Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.



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**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 6-8**  
**SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7821020  
**Course Title:** Social Studies: 6-8 and Career Planning  
**Course Length:** One year

- A. Major Concepts/Content.** The purpose of this course is to develop a basic understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

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

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

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

- B. Special Note.** The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

\*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 social studies in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Social Studies, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

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

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

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

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

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



Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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

- 1. Demonstrate awareness of how individuals are affected by current events in the community, state, nation, and world.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 1.1. Demonstrate awareness of historical implications of selected current events.  
Specify:  local  Florida  
 United States  international
- 1.2. Demonstrate awareness of current events that are related to social problems.  
Specify:  local  Florida  
 United States  international
- 1.3. Demonstrate awareness of current events that are related to the economy.  
Specify:  local  Florida  
 United States  international
- 1.4. Demonstrate awareness of current events that are related to government.  
Specify:  local  Florida  
 United States  international
- 1.5. Demonstrate awareness of current events that are related to geography and the physical environment.  
Specify:  local  Florida  
 United States  international
- 1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).
- 1.7. Demonstrate awareness of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.
- 2. Demonstrate awareness of major historical events, documents, and individuals (e.g., laws, treaties, political and social leaders, wars, elections).**

Indicate guidance and support necessary for mastery at supported level:

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

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- 2.1. Demonstrate awareness of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).  
Specify:  local  Florida  
 United States  international
- 2.2. Demonstrate awareness of major historical documents and the impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).  
Specify:  local  Florida  
 United States  international
- 2.3. Demonstrate awareness of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).  
Specify:  local  Florida  
 United States  international
- 2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.  
Specify:  local  Florida  
 United States  international
- 2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.  
Specify:  local  Florida  
 United States  international

**3. Use maps, globes, charts, graphs, and other tools of geography to solve problems.**

- CL.B.4.In.1 identify problems and examine alternative solutions.  
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.  
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.  
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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## Maps and Globes

- 3.1. Identify the meaning and purpose of basic elements of maps and globes. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify:  title  legend  direction arrow (North)  
 scale  other: \_\_\_\_\_
- 3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify:  roads  states  rivers and bodies of water  
 countries  cities and towns  scale  
 directions  elevation  mileage  
 points of interest  
 other: \_\_\_\_\_
- 3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify:  state maps  regional maps  political maps  
 aerial photos  globes  grid maps  
 other: \_\_\_\_\_
- 3.4. Find specified points or areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)  
Specify:  city or state map  atlas  
 United States map  regional map  
 world map  other: \_\_\_\_\_
- 3.5. Identify uses of maps in the classroom and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to locate an emergency exit, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)

## Charts and Graphs

- 3.6. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify:  bar graph  temperature chart  
 pie chart  mileage chart  
 table  street index  
 other: \_\_\_\_\_
- 3.7. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern Standard, Eastern Daylight Savings Time, Central Standard, and Central Daylight Savings Time). (CL.B.3.In.2, CL.B.3.Su.2)

- 3.8. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify:  determine what information is needed  
 select correct tool and technique  
 apply tool or procedures to obtain result  
 check results for accuracy and reliability  
 explain results  
 other: \_\_\_\_\_

**4. Demonstrate awareness of the geographical features of major regions in the community and state.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, desert).
- 4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).  
Specify:  local community     Florida     other: \_\_\_\_\_
- 4.3. Identify characteristics that give a particular geographic region its identity.  
Specify:  central economic focus     physical characteristics  
 human characteristics     other: \_\_\_\_\_
- 4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., Sunbelt, the Plains, the Gold Coast).

**5. Demonstrate awareness of characteristics and functions of government at the local, state, and national levels.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health and transportation).
- 5.2. Identify the structure and characteristics of governments at three levels—local, state, and national (e.g., type of leadership—mayor, governor, president; type of representation—commissioner, representative, senator).  
Specify:  city (municipal) government  
 county government  
 state government, particularly the State of Florida  
 federal government of the United States of America
- 5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.  
Specify branch:  executive       legislative       judicial  
Specify level:  city  county  state  federal
- 5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.  
Specify:  executive—mayor, city manager  
 legislative—city council, county commission  
 judicial—county judges, circuit court judges
- 5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.  
Specify:  executive—Governor, Lieutenant Governor, and Cabinet  
 legislative—Senate and House of Representatives  
 judicial—State Supreme Court, District Court of Appeals
- 5.6. Identify the appointed and elected offices and basic functions for each branch of the federal government of the United States of America.  
Specify:  executive—President, Vice President, and Cabinet  
 legislative—Senate and House of Representatives  
 judicial—Supreme Court, District Court, Circuit Court of Appeals
- 5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).

5.8. Demonstrate awareness of the purposes of taxes and different ways that governments collect fees and taxes.

Specify:  sales tax  property tax  FICA (Social Security)  
 income tax  Medicare tax  tolls  
 licenses, registration fees, and user fees  other: \_\_\_\_\_

5.9. Identify ways that people can participate in their local and state government and the importance of participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).

**6. Demonstrate awareness of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).**

Indicate guidance and support necessary for mastery at supported level:

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

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6.1. Identify general characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).

6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to a fair trial; economic rights issues—right to minimum wage, equal pay for equal work).

6.3. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  knowing laws  serving as a juror  
 registering to vote  serving in the military  
 knowing issues and propositions  performing public service  
 identifying positions of election candidates  
 other: \_\_\_\_\_

6.4. Demonstrate awareness of ways citizens can influence the decisions and actions of government.

- Specify:  voting after studying the issues and candidates  
 participating in special interest groups and political parties  
 attending meetings of governing agencies  
 working on campaigns  
 taking part in peaceful demonstrations  
 contributing money to political parties, candidates, or causes  
 other: \_\_\_\_\_

**7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.**

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

Indicate guidance and support necessary for mastery at supported level:

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

7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)

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

7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)

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



- 7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)  
 Specify:  newspapers       magazines       television  
 radio       people       Internet  
 textbooks       encyclopedias       other: \_\_\_\_\_
- 7.4. Evaluate the accuracy of social studies information used to complete school assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.5. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)  
 Specify:  identify common elements or events  
 distinguish what is different  
 relate new information to previously learned concepts  
 other: \_\_\_\_\_
- 7.6. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete school assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)  
 Specify:  brief statements  
 summaries  
 reports  
 other: \_\_\_\_\_
- 7.7. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing school assignments (e.g., timelines, outlines, semantic maps, flow charts). (CL.B.1.In.3)  
 Specify:  by chronology       by characteristics  
 by categories       by topics or events  
 other : \_\_\_\_\_

**8. Demonstrate awareness of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).**

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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8.1. Identify characteristics of practices in consumer economics (e.g., managing money—budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses). (IF.A.2.In.1, IF.A.2.Su.1)

8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_  preparing and following weekly/monthly budgets  
\_\_\_  managing and protecting personal cash  
\_\_\_  using checking and savings accounts  
\_\_\_  buying goods and services  
\_\_\_  contributing to charities  
\_\_\_  using comparative shopping to make wise purchases  
\_\_\_  other: \_\_\_\_\_

8.3. Use essential knowledge and skills when completing activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_  using coins and bills to pay for goods and services  
\_\_\_  selecting desired goods and services based on needs and available funds  
\_\_\_  evaluating claims in advertisements  
\_\_\_  understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging  
\_\_\_  other: \_\_\_\_\_

8.4. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit money into a savings account, make a weekly budget). (IF.A.1.In.1, IF.A.1.Su.1)

8.5. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)

**9. Demonstrate awareness of how major needs of individuals are met by the family; private agencies; and local, state, and federal government.**

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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### **General Information**

- 9.1. Demonstrate awareness of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.2. Demonstrate awareness of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance, health care). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.3. Demonstrate awareness of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.2.In.1, IF.A.2.Su.1)

### **Medical, Health, and Wellness Needs**

- 9.4. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospital, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.5. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

### **Civic Responsibilities**

- 9.6. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.7. Identify circumstances or situations when community service agencies or other resources that assist individuals in dealing with government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting

license, renewing or obtaining a driver's license, using social services or social support, obtaining a voter registration card). (IF.A.2.In.1, IF.A.2.Su.1)

**10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.**

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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**10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)**

Specify:   medical/health/wellness—hospitals, clinics, family planning clinic, public health department, fitness centers  
  communication—telephone company, post office, e-mail provider  
  transportation—bus, taxi  
  personal care—barber, dry cleaner, laundromat  
  retail—department stores, discount stores, specialty shops, grocery stores  
  food services—restaurants, fast food chains, cafeterias  
  financial—banking, credit cards, insurance  
  recreation/leisure/entertainment—movies, libraries, sports centers  
  emergency—police, fire, ambulance, Red Cross  
  other: \_\_\_\_\_

**10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)**

Specify:   community service agencies: advantages—usually free or low-cost; disadvantages—may have a waiting list, may have limited services  
  businesses: advantages—more available; disadvantages—more expensive  
  other resources—friends, neighbors, co-workers: advantages—motivated to help, low-cost; disadvantages—less knowledgeable about disability needs than professionals

- 10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., affordable, matches need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)
- 10.4. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)

**11. Demonstrate awareness of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).**

Indicate guidance and support necessary for mastery at supported level:

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

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- 11.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).
- 11.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).
- 11.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., North/South conflict, conflict about land and other rights of Native Americans, conflict about civil rights of minorities and women, ethnic conflicts in urban settings).
- 11.4. Identify ways that conflicts about diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; working to establish equity for all groups; adhering to the values and principles of American democracy).
- 11.5. Identify ways that conflicts about diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).

**12. Demonstrate awareness of responsible practices regarding personal behavior and interactions with others.**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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**Interpersonal Relationships**

- 12.1. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.3. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.5. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.6. Identify personal characteristics that make one a good friend (e.g., does not talk about others, says positive things about friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.7. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

- 12.8. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.9. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

### **Sexual Relationships**

- 12.10. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.11. Discriminate between positive examples and negative examples of behaviors that are responsible and appropriate expressions of sexual relationships (positive examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; negative examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.12. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_ o home            \_\_\_\_\_ o school            \_\_\_\_\_ o community
- 12.13. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_ o home            \_\_\_\_\_ o school            \_\_\_\_\_ o community
- 12.14. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.15. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 12.16. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

**13. Demonstrate skills needed to manage and direct own behavior at school and in the community to promote responsible citizenship in oneself.**

- 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.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.
- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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**Patterns of Conduct**

- 13.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)
- 13.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a football game, sitting quietly at a concert, asking questions and participating in a class discussion). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify:  home       school       community
- 13.3. Demonstrate appropriate behaviors for specific social situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify:  home       school       community

**Self-management**

- 13.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)



- 13.5. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving school materials at home). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.6. Identify factors that promote self-management behaviors (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.7. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify method: \_\_\_\_\_  self-monitoring      \_\_\_\_\_  self-instruction  
                                 \_\_\_\_\_  self-reinforcement  
Specify setting: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 13.8. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify method: \_\_\_\_\_  self-monitoring      \_\_\_\_\_  self-instruction  
                                 \_\_\_\_\_  self-reinforcement  
Specify setting: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community

### **Working in a Group**

- 13.9. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.10. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.11. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.12. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.13. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

## Leadership

- 13.14. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respect for others, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 13.15. Identify the effect that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)  
Specify:  supportive leaders—more participation by group members  
 controlling leaders—group members may operate in fear  
 negligent leaders—group members may not stay on task  
 other: \_\_\_\_\_
- 13.16. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)
- 13.17. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)
- 13.18. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)  
Specify:  discuss the problem  
 list possible causes  
 record individual group members' suggestions and clarifications  
 discuss and identify probable causes  
 implement corrective action or solution  
 report results  
 move on to the next most probable cause if initial action is ineffective  
 other: \_\_\_\_\_
- 13.19. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticism, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.20. Use behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

## Organizations

- 13.21. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

- 13.22. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 13.23. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_ o policy manuals  
\_\_\_\_\_ o rules and regulations  
\_\_\_\_\_ o security systems  
\_\_\_\_\_ o other: \_\_\_\_\_
- 13.24. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_ o schools  
\_\_\_\_\_ o institutions  
\_\_\_\_\_ o businesses  
\_\_\_\_\_ o agencies  
\_\_\_\_\_ o organizations in the community  
\_\_\_\_\_ o other: \_\_\_\_\_
- 13.25. Identify behaviors that may conflict with expectations of organizations (e.g., wearing certain types of clothing or hair styles, talking about personal ethical or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)
- 13.26. Use behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems confidential, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not possessing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)
- 13.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal ethical or moral issues may conflict with the organization, personal choices may conflict with schedule, disruptive behaviors can conflict with rules). (SE.A.1.In.3, SE.A.1.Su.2)

### **Compliance with Laws, Rules, and Regulations**

- 13.28. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol if underage). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.29. Identify factors that promote behaviors that are in compliance with laws, rules and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

- 13.30. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.31. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.32. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
- 13.33. Specify:  home—family gatherings  
 school—in class, between classes, extracurricular activities  
 community—events, organizations, services  
 community—leisure activities, stores, restaurants, traveling
- 13.34. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify:  home—family gatherings  
 school—in class, between classes, extracurricular activities  
 community—events, organizations, services  
 community—leisure activities, stores, restaurants, traveling

**14. Demonstrate awareness of knowledge and skills necessary for selecting a career and maintaining employment.**

- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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## Using a Career Planning Process

- 14.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 14.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)
- 14.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_ o individuals—family members, supervisors, teachers, counselors  
\_\_\_\_\_ o agencies—government agencies, religious organizations, schools  
\_\_\_\_\_ o other: \_\_\_\_\_
- 14.4. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify potential: \_\_\_\_\_ o self-concept and values clarification  
\_\_\_\_\_ o personality characteristics and personal style  
\_\_\_\_\_ o motivational patterns and personal preferences  
\_\_\_\_\_ o personal and educational background  
\_\_\_\_\_ o key accomplishments and successes  
\_\_\_\_\_ o satisfying and dissatisfying experiences  
\_\_\_\_\_ o other: \_\_\_\_\_
- 14.5. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.6. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). (CL.C.1.In.3, CL.C.1.Su.3)
- 14.7. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work five days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)
- 14.8. Identify potential situations or events that may cause a person to change career goals (e.g., business closes, family moves, job interests change). (IF.B.1.In.2, IF.B.1.Su.2)
- 14.9. Identify steps in a job search (e.g., identify desired job, use resources to find a job opening, fill out applications, participate in interviews, complete follow-up tasks). (CL.C.1.In.1, CL.C.1.Su.3)

- 14.10. Identify resources for information and assistance with employment (e.g., TV, newspapers, Internet, family, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
- 14.11. Identify the importance of a job interview (e.g., provides the first impression, provides information about the job). (CL.C.1.In.3, CL.C.1.Su.3)

**15. Demonstrate awareness of employment and career opportunities in the community.**

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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- 15.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 15.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, maternity leave, contracts, unemployment benefits, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

**16. Demonstrate knowledge of personal and social skills necessary for success on the job.**

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.

CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other:

\_\_\_\_\_

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**Planning Assignments**

16.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)

16.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  identify the goal or end product, including quality standards  
 identify resources needed—equipment, supplies, time  
 determine substeps needed to accomplish the task  
 determine schedule for completing task

16.3. Identify, prioritize, and schedule job responsibilities for assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

**Implementing Assignments**

16.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  set an alarm clock as a reminder  
 track subtasks on calendar  
 check off subtasks when completed  
 begin subtasks at designated times  
 adjust to unforeseen circumstances  
 other: \_\_\_\_\_

- 16.5. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_ o try different techniques      \_\_\_\_\_ o seek advice from others  
          \_\_\_\_\_ o seek assistance from others      \_\_\_\_\_ o read the instructions or references  
          \_\_\_\_\_ o other: \_\_\_\_\_
- 16.6. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_ o reliability and dependability      \_\_\_\_\_ o flexibility  
          \_\_\_\_\_ o responsibility      \_\_\_\_\_ o self-control  
          \_\_\_\_\_ o self-direction      \_\_\_\_\_ o attention to details  
          \_\_\_\_\_ o other: \_\_\_\_\_

### **Attendance and Punctuality**

- 16.7. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.8. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.9. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.10. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.11. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.12. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_ o appropriate—being punctual, following rules, showing respect for authority  
          \_\_\_\_\_ o inappropriate—disrupting work, making negative statements about co-workers  
          \_\_\_\_\_ o other: \_\_\_\_\_



- 16.13. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.14. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform if required; casual vs. formal, depending on organizational preference; indoors or outdoors, depending on work environment). (CL.C.2.In.3, CL.C.2.Su.3)

**17. Demonstrate awareness of personal and social skills necessary for independent living.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

**Independent Living**

- 17.1. Identify productive activities needed for independent living in a home or apartment. (IF.A.1.In.1, IF.A.1.Su.1)
- Specify: \_\_\_\_\_ o preparing and storing food  
 \_\_\_\_\_ o selecting and caring for clothing  
 \_\_\_\_\_ o cleaning and maintaining household  
 \_\_\_\_\_ o selecting and caring for personal living environment  
 \_\_\_\_\_ o selecting and caring for furniture, appliances, and other personal goods  
 \_\_\_\_\_ o selecting and caring for outdoor equipment and maintaining outdoor areas  
 \_\_\_\_\_ o managing personal finances  
 \_\_\_\_\_ o other: \_\_\_\_\_

17.2. Identify leisure and recreation activities appropriate for independent living. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify:  o games and sports  
 o cultural activities  
 o hobbies, crafts, and collections  
 o pets and gardening  
 o outdoor activities  
 o other: \_\_\_\_\_

17.3. Identify personal care activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify:  o eating  
 o dressing  
 o grooming  
 o hygiene  
 o motor control and self-management  
 o other: \_\_\_\_\_

17.4. Identify health care and fitness activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify:  o maintaining good nutrition  
 o preventing and caring for diseases  
 o practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse  
 o being aware of disability  
 o maintaining good mental health  
 o participating in exercise programs  
 o other: \_\_\_\_\_

17.5. Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify:  o selecting a house or apartment  
 o obtaining assistance with personal care or health needs  
 o fulfilling civic responsibilities  
 o obtaining and caring for clothing or other personal products  
 o obtaining utilities, communication, and other household services  
 o other: \_\_\_\_\_

- 17.6. Demonstrate awareness of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  using appropriate interpersonal communication skills  
          \_\_\_\_\_  selecting and maintaining relationships with friends  
          \_\_\_\_\_  maintaining positive relations with family  
          \_\_\_\_\_  maintaining appropriate relations with co-workers and supervisors  
          \_\_\_\_\_  other: \_\_\_\_\_

## **Travel**

- 17.7. Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)
- 17.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_\_\_  cost      \_\_\_\_\_  handicap accessibility  
          \_\_\_\_\_  routes      \_\_\_\_\_  hours of operation  
          \_\_\_\_\_  other: \_\_\_\_\_
- 17.9. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 17.10. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 17.11. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in familiar and unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 17.12. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 17.13. Find a desired location in the community (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 17.14. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.15. Practice safety procedures when riding in a car (e.g., wear seatbelt, lock doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

**Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):**

**Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

**Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

**Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

**Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.

- 17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

**Florida Department of Education**

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

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7821010  
**Course Title:** Social Studies: 6-8

- A. Major Concepts/Content.** The purpose of this course is to develop a basic understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

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

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

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

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 social studies in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Social Studies, Grades 6-8.

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of

**Course Number: 7821010 - Social Studies: 6-8**

practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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

**1. Demonstrate awareness of how individuals are affected by current events in the community, state, nation, and world.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 1.1. Demonstrate awareness of historical implications of selected current events.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                \_\_\_  international
- 1.2. Demonstrate awareness of current events that are related to social problems.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                \_\_\_  international
- 1.3. Demonstrate awareness of current events that are related to the economy.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                \_\_\_  international
- 1.4. Demonstrate awareness of current events that are related to government.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                \_\_\_  international
- 1.5. Demonstrate awareness of current events that are related to geography and the physical environment.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                \_\_\_  international
- 1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).



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- 1.7. Demonstrate awareness of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

**2. Demonstrate awareness of major historical events, documents, and individuals (e.g., laws, treaties, political and social leaders, wars, elections).**

Indicate guidance and support necessary for mastery at supported level:

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

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- 2.1. Demonstrate awareness of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).

Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international

- 2.2. Demonstrate awareness of major historical documents and the impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).

Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international

- 2.3. Demonstrate awareness of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).

Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international

- 2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.

Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international

- 2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.

Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international

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**3. Use maps, globes, charts, graphs, and other tools of geography to solve problems.**

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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**Maps and Globes**

**3.1. Identify the meaning and purpose of basic elements of maps and globes.**

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

Specify: \_\_\_  title            \_\_\_  legend            \_\_\_  direction arrow (North)  
          \_\_\_  scale            \_\_\_  other: \_\_\_\_\_

**3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)**

Specify: \_\_\_  roads                      \_\_\_  states                      \_\_\_  rivers and bodies of water  
          \_\_\_  countries                      \_\_\_  cities and towns                      \_\_\_  scale  
          \_\_\_  directions                      \_\_\_  elevation                      \_\_\_  mileage  
          \_\_\_  points of interest  
          \_\_\_  other: \_\_\_\_\_

**3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)**

Specify: \_\_\_  state maps                      \_\_\_  regional maps                      \_\_\_  political maps  
          \_\_\_  aerial photos                      \_\_\_  globes                      \_\_\_  grid maps  
          \_\_\_  other: \_\_\_\_\_

**3.4. Find specified points or areas using a map when completing functional tasks**

(e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)

Specify: \_\_\_  city or state map                      \_\_\_  atlas  
          \_\_\_  United States map                      \_\_\_  regional map  
          \_\_\_  world map                      \_\_\_  other: \_\_\_\_\_

**3.5. Identify uses of maps in the classroom and in daily life to solve problems**

(e.g., to find a delivery route, to navigate a boat, to locate an emergency exit, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)

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**Charts and Graphs**

- 3.6. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)

Specify:  bar graph                       temperature chart  
 pie chart                                       mileage chart  
 table     street index  
 other: \_\_\_\_\_

- 3.7. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern Standard, Eastern Daylight Savings Time, Central Standard, Central Daylight Savings Time). (CL.B.3.In.2, CL.B.3.Su.2)

- 3.8. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify:  determine what information is needed  
 select correct tool and technique  
 apply tool or procedures to obtain result  
 check results for accuracy and reliability  
 explain results  
 other: \_\_\_\_\_

**4. Demonstrate awareness of the geographical features of major regions in the community and state.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, desert).

- 4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).

Specify:  local community                       Florida  
 other: \_\_\_\_\_

- 4.3. Identify characteristics that give a particular geographic region its identity.

Specify:  central economic focus                       physical characteristics  
 human characteristics                       other: \_\_\_\_\_

- 4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., Sunbelt, the Plains, the Gold Coast).

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**5. Demonstrate awareness of characteristics and functions of government at the local, state, and national levels.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health and transportation).
- 5.2. Identify the structure and characteristics of governments at three levels—local, state, and national (e.g., type of leadership—mayor, governor, president; type of representation—commissioner, representative, senator).  
Specify: \_\_\_  city (municipal) government  
          \_\_\_  county government  
          \_\_\_  state government, particularly the State of Florida  
          \_\_\_  federal government of the United States of America
- 5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.  
Specify branch: \_\_\_  executive                      \_\_\_  legislative                      \_\_\_  judicial  
Specify level: \_\_\_  city                      \_\_\_  county                      \_\_\_  state                      \_\_\_  federal
- 5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.  
Specify: \_\_\_  executive—mayor, city manager  
          \_\_\_  legislative—city council, county commission  
          \_\_\_  judicial—county judges, circuit court judges
- 5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.  
Specify: \_\_\_  executive—Governor, Lieutenant Governor, and Cabinet  
          \_\_\_  legislative—Senate and House of Representatives  
          \_\_\_  judicial—State Supreme Court, District Court of Appeals
- 5.6. Identify the appointed and elected offices and basic functions for each branch of the federal government of the United States of America.  
Specify: \_\_\_  executive—President, Vice President, and Cabinet  
          \_\_\_  legislative—Senate and House of Representatives  
          \_\_\_  judicial—Supreme Court, District Court, Circuit Court of Appeals
- 5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).

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- 5.8. Demonstrate awareness of the purposes of taxes and different ways that governments collect fees and taxes.  
Specify: \_\_\_\_\_  sales tax      \_\_\_\_\_  property tax      \_\_\_\_\_  FICA (Social Security)  
          \_\_\_\_\_  income tax      \_\_\_\_\_  Medicare tax      \_\_\_\_\_  tolls  
          \_\_\_\_\_  licenses, registration fees, and user fees      \_\_\_\_\_  other: \_\_\_\_\_

- 5.9. Identify ways that people can participate in their local and state government and the importance of participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).

**6. Demonstrate awareness of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).**

Indicate guidance and support necessary for mastery at supported level:

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

- 6.1. Identify general characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).

- 6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to a fair trial; economic rights issues—right to minimum wage, equal pay for equal work).

- 6.3. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  knowing laws      \_\_\_\_\_  serving as a juror  
          \_\_\_\_\_  registering to vote      \_\_\_\_\_  serving in the military  
          \_\_\_\_\_  knowing issues and propositions      \_\_\_\_\_  performing public service  
          \_\_\_\_\_  identifying positions of election candidates  
          \_\_\_\_\_  other: \_\_\_\_\_

- 6.4. Demonstrate awareness of ways citizens can influence the decisions and actions of government.  
Specify: \_\_\_\_\_  voting after studying the issues and candidates  
          \_\_\_\_\_  participating in special interest groups and political parties  
          \_\_\_\_\_  attending meetings of governing agencies  
          \_\_\_\_\_  working on campaigns  
          \_\_\_\_\_  taking part in peaceful demonstrations  
          \_\_\_\_\_  contributing money to political parties, candidates, or causes  
          \_\_\_\_\_  other: \_\_\_\_\_

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**7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.**

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

Indicate guidance and support necessary for mastery at supported level:

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

7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)

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

7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)

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

7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)

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

7.4. Evaluate the accuracy of social studies information used to complete school assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

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7.5. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify:  identify common elements or events  
 distinguish what is different  
 relate new information to previously learned concepts  
 other: \_\_\_\_\_

7.6. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete school assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school’s webpage). (CL.B.2.In.2, CL.B.2.Su.2)

- Specify:  brief statements  
 summaries  
 reports  
 other: \_\_\_\_\_

7.7. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing school assignments (e.g., timelines, outlines, semantic maps, flow charts). (CL.B.1.In.3)

- Specify:  by chronology  by characteristics  
 by categories  by topics or events  
 other : \_\_\_\_\_

**8. Demonstrate awareness of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).**

- IF.A.2.In.1 select and use community resources and services for specified purposes.  
IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

8.1. Identify characteristics of practices in consumer economics (e.g., managing money—budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses). (IF.A.2.In.1, IF.A.2.Su.1)

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- 8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  preparing and following weekly/monthly budgets  
\_\_\_\_\_  managing and protecting personal cash  
\_\_\_\_\_  using checking and savings accounts  
\_\_\_\_\_  buying goods and services  
\_\_\_\_\_  contributing to charities  
\_\_\_\_\_  using comparative shopping to make wise purchases  
\_\_\_\_\_  other: \_\_\_\_\_
- 8.3 Use essential knowledge and skills when completing activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  using coins and bills to pay for goods and services  
\_\_\_\_\_  selecting desired goods and services based on needs and available funds  
\_\_\_\_\_  evaluating claims in advertisements  
\_\_\_\_\_  understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging  
\_\_\_\_\_  other: \_\_\_\_\_
- 8.4. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit money into a savings account, make a weekly budget). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.5. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 9. Demonstrate awareness of how major needs of individuals are met by the family; private agencies; and local, state, and federal government.**  
IF.A.2.In.1 select and use community resources and services for specified purposes.  
IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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**General Information**

- 9.1. Demonstrate awareness of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)



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- 9.2. Demonstrate awareness of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance, health care). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.3. Demonstrate awareness of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.2.In.1, IF.A.2.Su.1)

**Medical, Health, and Wellness Needs**

- 9.4. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospital, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.5. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

**Civic Responsibilities**

- 9.6. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.7. Identify circumstances or situations when community service agencies or other resources that assist individuals in dealing with government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a driver’s license, using social services or social support, obtaining a voter registration card). (IF.A.2.In.1, IF.A.2.Su.1)

**10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.**

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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- 10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  medical/health/wellness—hospitals, clinics, family planning clinic, public health department, fitness centers  
\_\_\_\_\_  communication—telephone company, post office, e-mail provider  
\_\_\_\_\_  transportation—bus, taxi  
\_\_\_\_\_  personal care—barber, dry cleaner, laundromat  
\_\_\_\_\_  retail—department stores, discount stores, specialty shops, grocery stores  
\_\_\_\_\_  food services—restaurants, fast food chains, cafeterias  
\_\_\_\_\_  financial—banking, credit cards, insurance  
\_\_\_\_\_  recreation/leisure/entertainment—movies, libraries, sports centers  
\_\_\_\_\_  emergency—police, fire, ambulance, Red Cross  
\_\_\_\_\_  other: \_\_\_\_\_
- 10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  community service agencies: advantages—usually free or low-cost; disadvantages—may have a waiting list, may have limited services  
\_\_\_\_\_  businesses: advantages—more available; disadvantages—more expensive  
\_\_\_\_\_  other resources—friends, neighbors, co-workers: advantages—motivated to help, low-cost; disadvantages—less knowledgeable about disability needs than professionals
- 10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., affordable, matches need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)
- 10.4. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)
- 11. Demonstrate awareness of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).**

Indicate guidance and support necessary for mastery at supported level:

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

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- 11.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).

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- 11.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).
  - 11.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., North/South conflict, conflict about land and other rights of Native Americans, conflict about civil rights of minorities and women, ethnic conflicts in urban settings).
  - 11.4. Identify ways that conflicts about diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; working to establish equity for all groups; adhering to the values and principles of American democracy).
  - 11.5. Identify ways that conflicts about diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).
- 12. Demonstrate awareness of responsible practices regarding personal behavior and interactions with others.**

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

Indicate guidance and support necessary for mastery at supported level:

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

**Interpersonal Relationships**

- 12.1. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.3. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 12.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.5. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.6. Identify personal characteristics that make one a good friend (e.g., does not talk about others, says positive things about friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.7. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.8. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.9. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

## Sexual Relationships

- 12.10. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.11. Discriminate between positive examples and negative examples of behaviors that are responsible and appropriate expressions of sexual relationships (positive examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; negative examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.12. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

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- 12.13. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 12.14. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.15. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 12.16. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

**13. Demonstrate skills needed to manage and direct own behavior at school and in the community to promote responsible citizenship in oneself.**

- 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.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.
- SE.A.1.In.1            cooperate in a variety of group situations.
- SE.A.1.In.2            assist in establishing and meeting group goals.
- SE.A.1.In.3            function effectively within formal organizations.
- SE.A.1.Su.1            cooperate in group situations—with guidance and support.
- SE.A.1.Su.2            function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:  
\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Patterns of Conduct**

- 13.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)

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13.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a football game, sitting quietly at a concert, asking questions and participating in a class discussion). (IF.B.2.In.1, IF.B.2.Su.1)

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

13.3. Demonstrate appropriate behaviors for specific social situations. (IF.B.2.In.2, IF.B.2.Su.2)

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

### Self-management

13.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

13.5. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving school materials at home). (IF.B.2.In.1, IF.B.2.Su.1)

13.6. Identify factors that promote self-management behaviors (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)

13.7. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)

Specify method: \_\_\_\_\_  self-monitoring    \_\_\_\_\_  self-instruction    \_\_\_\_\_  self-reinforcement

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

13.8. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)

Specify method: \_\_\_\_\_  self-monitoring    \_\_\_\_\_  self-instruction    \_\_\_\_\_  self-reinforcement

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

### Working in a Group

13.9. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

13.10. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

13.11. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

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- 13.12. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.13. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

### Leadership

- 13.14. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respect for others, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 13.15. Identify the effect that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)  
Specify: \_\_\_\_\_  supportive leaders—more participation by group members  
\_\_\_\_\_  controlling leaders—group members may operate in fear  
\_\_\_\_\_  negligent leaders—group members may not stay on task  
\_\_\_\_\_  other: \_\_\_\_\_
- 13.16. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)
- 13.17. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)
- 13.18. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  discuss the problem  
\_\_\_\_\_  list possible causes  
\_\_\_\_\_  record individual group members' suggestions and clarifications  
\_\_\_\_\_  discuss and identify probable causes  
\_\_\_\_\_  implement corrective action or solution  
\_\_\_\_\_  report results  
\_\_\_\_\_  move on to the next most probable cause if initial action is ineffective  
\_\_\_\_\_  other: \_\_\_\_\_
- 13.19. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticism, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.20. Use behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

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**Organizations**

- 13.21. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 13.22. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 13.23. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  policy manuals  
\_\_\_\_\_  rules and regulations  
\_\_\_\_\_  security systems  
\_\_\_\_\_  other: \_\_\_\_\_
- 13.24. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  schools \_\_\_\_\_  institutions  
\_\_\_\_\_  businesses \_\_\_\_\_  agencies  
\_\_\_\_\_  organizations in the community  
\_\_\_\_\_  other: \_\_\_\_\_
- 13.25. Identify behaviors that may conflict with expectations of organizations (e.g., wearing certain types of clothing or hair styles, talking about personal ethical or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)
- 13.26. Use behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems confidential, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not possessing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)
- 13.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal ethical or moral issues may conflict with the organization, personal choices may conflict with schedule, disruptive behaviors can conflict with rules). (SE.A.1.In.3, SE.A.1.Su.2)

**Compliance with Laws, Rules, and Regulations**

- 13.28. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol if underage). (IF.B.2.In.1, IF.B.2.Su.1)



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- 13.29. Identify factors that promote behaviors that are in compliance with laws, rules and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.30. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.31. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.32. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling
- 13.33. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling

**14. Demonstrate awareness of knowledge and skills necessary for selecting a career and maintaining employment.**

- CL.C.1.In.3      make general preparations for entering the work force.
- CL.C.1.Su.3      make general preparations for entering the work force—with guidance and support.
- IF.B.1.In.1      make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2      carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1      make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2      carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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### Using a Career Planning Process

- 14.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 14.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)
- 14.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  individuals—family members, supervisors, teachers, counselors  
\_\_\_\_\_  agencies—government agencies, religious organizations, schools  
\_\_\_\_\_  other: \_\_\_\_\_
- 14.4. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify potential: \_\_\_\_\_  self-concept and values clarification  
\_\_\_\_\_  personality characteristics and personal style  
\_\_\_\_\_  motivational patterns and personal preferences  
\_\_\_\_\_  personal and educational background  
\_\_\_\_\_  key accomplishments and successes  
\_\_\_\_\_  satisfying and dissatisfying experiences  
\_\_\_\_\_  other: \_\_\_\_\_
- 14.5. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.6. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). (CL.C.1.In.3, CL.C.1.Su.3)
- 14.7. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work five days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)
- 14.8. Identify potential situations or events that may cause a person to change career goals (e.g., business closes, family moves, job interests change). (IF.B.1.In.2, IF.B.1.Su.2)
- 14.9. Identify steps in a job search (e.g., identify desired job, use resources to find a job opening, fill out applications, participate in interviews, complete follow-up tasks). (CL.C.1.In.1, CL.C.1.Su.3)
- 14.10. Identify resources for information and assistance with employment (e.g., TV, newspapers, Internet, family, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
- 14.11. Identify the importance of a job interview (e.g., provides the first impression, provides information about the job). (CL.C.1.In.3, CL.C.1.Su.3)

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**15. Demonstrate awareness of employment and career opportunities in the community.**

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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- 15.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 15.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, maternity leave, contracts, unemployment benefits, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

**16. Demonstrate knowledge of personal and social skills necessary for success on the job.**

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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### Planning Assignments

- 16.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 16.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  identify the goal or end product, including quality standards  
          \_\_\_\_\_  identify resources needed—equipment, supplies, time  
          \_\_\_\_\_  determine substeps needed to accomplish the task  
          \_\_\_\_\_  determine schedule for completing task
- 16.3. Identify, prioritize, and schedule job responsibilities for assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

### Implementing Assignments

- 16.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  set an alarm clock as a reminder  
          \_\_\_\_\_  track subtasks on calendar  
          \_\_\_\_\_  check off subtasks when completed  
          \_\_\_\_\_  begin subtasks at designated times  
          \_\_\_\_\_  adjust to unforeseen circumstances  
          \_\_\_\_\_  other: \_\_\_\_\_
- 16.5. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  try different techniques                   \_\_\_\_\_  seek advice from others  
          \_\_\_\_\_  seek assistance from others           \_\_\_\_\_  read the instructions or references  
          \_\_\_\_\_  other: \_\_\_\_\_
- 16.6. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  reliability and dependability           \_\_\_\_\_  flexibility  
          \_\_\_\_\_  responsibility                                   \_\_\_\_\_  self-control  
          \_\_\_\_\_  self-direction                               \_\_\_\_\_  attention to details  
          \_\_\_\_\_  other: \_\_\_\_\_

### Attendance and Punctuality

- 16.7. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.8. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

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- 16.9. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.10. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.11. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.12. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  appropriate—being punctual, following rules, showing respect for authority  
\_\_\_\_\_  inappropriate—disrupting work, making negative statements about co-workers  
\_\_\_\_\_  other: \_\_\_\_\_
- 16.13. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.14. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform if required; casual vs. formal, depending on organizational preference; indoors or outdoors, depending on work environment). (CL.C.2.In.3, CL.C.2.Su.3)

**17. Demonstrate awareness of personal and social skills necessary for independent living.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

17.1. Identify productive activities needed for independent living in a home or apartment. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_  preparing and storing food  
\_\_\_\_\_  selecting and caring for clothing  
\_\_\_\_\_  cleaning and maintaining household  
\_\_\_\_\_  selecting and caring for personal living environment  
\_\_\_\_\_  selecting and caring for furniture, appliances, and other personal goods  
\_\_\_\_\_  selecting and caring for outdoor equipment and maintaining outdoor areas  
\_\_\_\_\_  managing personal finances  
\_\_\_\_\_  other: \_\_\_\_\_

17.2. Identify leisure and recreation activities appropriate for independent living. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: \_\_\_\_\_  games and sports  
\_\_\_\_\_  cultural activities  
\_\_\_\_\_  hobbies, crafts, and collections  
\_\_\_\_\_  pets and gardening  
\_\_\_\_\_  outdoor activities  
\_\_\_\_\_  other: \_\_\_\_\_

17.3. Identify personal care activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  eating  
\_\_\_\_\_  dressing  
\_\_\_\_\_  grooming  
\_\_\_\_\_  hygiene  
\_\_\_\_\_  motor control and self-management  
\_\_\_\_\_  other: \_\_\_\_\_

17.4. Identify health care and fitness activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  maintaining good nutrition  
\_\_\_\_\_  preventing and caring for diseases  
\_\_\_\_\_  practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse  
\_\_\_\_\_  being aware of disability  
\_\_\_\_\_  maintaining good mental health  
\_\_\_\_\_  participating in exercise programs  
\_\_\_\_\_  other: \_\_\_\_\_

17.5. Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: \_\_\_\_\_  selecting a house or apartment  
\_\_\_\_\_  obtaining assistance with personal care or health needs  
\_\_\_\_\_  fulfilling civic responsibilities  
\_\_\_\_\_  obtaining and caring for clothing or other personal products  
\_\_\_\_\_  obtaining utilities, communication, and other household services  
\_\_\_\_\_  other: \_\_\_\_\_

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- 17.6. Demonstrate awareness of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  using appropriate interpersonal communication skills  
          \_\_\_\_\_  selecting and maintaining relationships with friends  
          \_\_\_\_\_  maintaining positive relations with family  
          \_\_\_\_\_  maintaining appropriate relations with co-workers and supervisors  
          \_\_\_\_\_  other: \_\_\_\_\_

**Travel**

- 17.7. Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_\_\_  cost                    \_\_\_\_\_  handicap accessibility  
          \_\_\_\_\_  routes                    \_\_\_\_\_  hours of operation  
          \_\_\_\_\_  other: \_\_\_\_\_

- 17.9. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.10. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.11. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in familiar and unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)

- 17.12. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.13. Find a desired location in the community (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.14. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.15. Practice safety procedures when riding in a car (e.g., wear seatbelt, lock doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

**Florida Department of Education**

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

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7820020  
**Course Title:** Health: 6-8

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

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

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- interpersonal relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community resources for health care

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

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

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

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



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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

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

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

Any student whose parents or guardian makes a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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

- 1. Demonstrate awareness of major stages of life including the physical, mental, and emotional changes that occur during growth and development.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 1.1. Demonstrate awareness of major body systems and health indicators.**

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

Specify: \_\_\_  awareness of each system, including organs and functions  
          \_\_\_  awareness of indicators of healthy functioning for each system  
          \_\_\_  common problems and treatment within each system  
          \_\_\_  other: \_\_\_\_\_

- 1.2. Demonstrate awareness of basic concepts of human growth and maturation.**

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

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**2. Demonstrate awareness of common physical and mental health problems and diseases with their appropriate prevention and treatment measures relevant to personal needs.**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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**Hygiene**

2.1. Identify common personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_  washing and bathing  
          \_\_\_  dental care  
          \_\_\_  using the toilet  
          \_\_\_  menstrual care  
          \_\_\_  other: \_\_\_\_\_

2.2. Identify when hygiene activities are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—once a day, after exercising; using the toilet—before getting in car for a trip, before bed, after meals; dental hygiene—brush teeth after meals, in morning, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

2.3. Use specific knowledge and skills when completing hygiene activities (e.g., selecting the correct soap or shampoo, correctly brushing and flossing teeth, using the toilet). (IF.A.1.In.2, IF.A.1.Su.2)

2.4. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., store supplies for hygiene together; use alternate means for special needs—special gum for cleaning teeth, personal wipes; check off tasks on calendar). (IF.A.1.In.2, IF.A.1.Su.2)

**Wellness**

2.5. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_  getting routine medical care, periodic check-ups  
          \_\_\_  resting and exercising regularly  
          \_\_\_  maintaining a nutritious diet following the Food Guide Pyramid  
          \_\_\_  maintaining a positive mental attitude  
          \_\_\_  scheduling time for your personal needs  
          \_\_\_  scheduling social events  
          \_\_\_  other: \_\_\_\_\_

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- 2.6. Identify when health care activities are needed for wellness (e.g., developing a wellness plan, seeing the general practitioner and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.7. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, getting enough sleep, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.8. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop an individual wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, discard prescription drugs after one year, ask doctor/dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

**Diseases**

- 2.9. Identify common health care issues and practices involving diseases (e.g., symptoms, warning signs, medical care, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  identifying communicable diseases, including sexually transmitted diseases such as HIV/AIDS, and their symptoms  
\_\_\_\_\_  knowing how diseases are transmitted and incubation periods  
\_\_\_\_\_  knowing preventative measures and ways to avoid contact  
\_\_\_\_\_  knowing possible treatments for communicable diseases  
\_\_\_\_\_  knowing about causes and symptoms of cancer, heart attack, lung disease, and other chronic illnesses  
\_\_\_\_\_  knowing how to get treatment for diseases and illnesses  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.10. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.11. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., identifying symptoms, getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.12. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, maintain good personal hygiene, put daily medicines in compartmentalized container). (IF.A.1.In.2, IF.A.1.Su.2)

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**Mental Health**

2.13. Identify common activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  identifying emotional needs  
\_\_\_\_\_  identifying social needs  
\_\_\_\_\_  identifying maladaptive behaviors and habits  
\_\_\_\_\_  identifying sources of stress or anxiety  
\_\_\_\_\_  determining own ability to deal with perceived causes of emotional problems  
\_\_\_\_\_  determining potential impact or results of mental health problems  
\_\_\_\_\_  choosing to engage in alternate behaviors or activities to relieve problems  
\_\_\_\_\_  requesting assistance with mental health needs when necessary  
\_\_\_\_\_  other: \_\_\_\_\_

2.14. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when you are “burned out”). (IF.A.1.In.2, IF.A.1.Su.2)

2.15. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)

2.16. Use strategies related to maintaining mental health to complete activities effectively and efficiently and on a regular basis (e.g., get support from family and friends, balance school and recreation activities). (IF.A.1.In.2, IF.A.1.Su.2)

**3. Demonstrate awareness of nutritional values of food and the relationship to personal health (e.g., diets, eating habits, menu planning).**

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

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

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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3.1. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, events, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  selecting food that provides optimum nutritional value  
\_\_\_\_\_  maintaining, losing, or gaining weight  
\_\_\_\_\_  following a diet that provides complete nutrition according to the Food Guide Pyramid  
\_\_\_\_\_  other: \_\_\_\_\_

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- 3.2. Identify when health care activities are needed for good nutrition (e.g., when planning to lose weight, when increasing food intake to gain weight, when maintaining weight, when planning snacks). (IF.A.1.In.2, IF.A.1.Su.2)
- 3.3. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using knowledge of the Food Guide Pyramid when planning a meal, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks of dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)
- 3.4. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; keep a list of the best [nutrient-dense] and worst [high calorie foods that lack nutrients] foods to eat; pre-measure servings; use measuring devices to serve food [e.g., one-half cupful of mashed potatoes]; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

**4. Demonstrate awareness of the importance of exercise and planned fitness programs for maintaining personal physical health.**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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- 4.1. Identify common health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, events, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

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

- 4.2. Identify when exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower blood sugar; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
- 4.3. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics—yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

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- 4.4. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

**5. Demonstrate awareness of individual responsibilities for promoting positive interpersonal relationships with peers, family members, and adults.**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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- 5.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious organization, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.3. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.5. Identify qualities of a destructive relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.6. Identify personal characteristics that make one a good friend (e.g., does not talk about friend, says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, respects friend, encourages friend). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.7. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make healthy choices, being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 5.8. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make unhealthy or destructive choices, criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.9. Identify how one’s behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

**6. Demonstrate awareness of human sexuality and reproduction and the importance of responsible behavior (e.g., physical, social, and emotional characteristics; prevention and treatment measures for sexually transmitted diseases including HIV/AIDS).**

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

Indicate guidance and support necessary for mastery at supported level:

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

**6.1. Demonstrate awareness of basic concepts of heredity and reproduction.**

- Specify: \_\_\_  development of the reproductive system—males and females  
          \_\_\_  menstrual cycle and the function of menstruation  
          \_\_\_  process of fertilization and stages of pregnancy  
          \_\_\_  onset of nocturnal emissions  
          \_\_\_  birth process  
          \_\_\_  heredity—characteristics that are inherited from parents  
          \_\_\_  other: \_\_\_\_\_



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- 6.2. Demonstrate awareness of individual responsibilities in family planning and pregnancy.  
Specify: \_\_\_\_\_  abstinence as acceptable social behavior  
\_\_\_\_\_  contraceptives as methods of disease prevention and birth control  
\_\_\_\_\_  individual risks of sexually transmitted diseases, HIV/AIDS  
\_\_\_\_\_  prenatal care  
\_\_\_\_\_  risks to the unborn through diseases and use of tobacco, alcohol, and other drugs  
\_\_\_\_\_  assistance available through community agencies  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.3. Demonstrate awareness of human sexuality.  
Specify: \_\_\_\_\_  sexual behaviors, including intercourse  
\_\_\_\_\_  self-stimulation  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.4. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, appropriate language, reflect responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.5. Demonstrate behaviors that are responsible and appropriate expressions of sexual relationships. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 6.6. Discriminate between responsible and irresponsible behaviors in sexual relationships (responsible—chooses abstinence prior to marriage, uses acceptable terms of endearment; irresponsible—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.7. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 6.8. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 6.9. Identify the effects of negative peer pressure on sexual relationships (e.g., may persuade a person to do something he or she does not want to do, may experiment with something you are unsure of). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.10. Demonstrate appropriate responses and refusal skills when exposed to negative peer pressure. (IF.B.2.In.2, IF.B.2.Su.2)

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- 6.11. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.12. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments). (IF.B.2.In.3, IF.B.2.Su.3)

**7. Demonstrate awareness of the effects of substance use and abuse on physical, mental, and social well-being, including legal consequences.**

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.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.

Indicate guidance and support necessary for mastery at supported level:

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

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**7.1. Identify common health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)**

- Specify: \_\_\_\_\_  identifying the appropriate use of prescription and nonprescription drugs  
\_\_\_\_\_  identifying physical dangers of tobacco, alcohol, and other drugs  
\_\_\_\_\_  identifying mental and social dangers of tobacco, alcohol, and other drugs  
\_\_\_\_\_  identifying legal control of tobacco, alcohol, and other drugs  
\_\_\_\_\_  identifying the role of peer pressure  
\_\_\_\_\_  other: \_\_\_\_\_

**7.2. Identify when health care activities are needed to control tobacco, alcohol, and other drug abuse (e.g., use of alcohol and tobacco interferes with health and family, when prescription drugs are taken even when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)**

**7.3. Use specific knowledge and skills related to prescription and nonprescription drug use and control of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing characteristics of an addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drugs; knowing legal consequences of improper use of tobacco, alcohol, and other drugs). (IF.A.1.In.2, IF.A.1.Su.2)**

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7.4. Use strategies related to the use of prescription and nonprescription drugs, tobacco, and alcohol when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

7.5. Identify behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In1, IF.B.2.Su.2)

- Specify: \_\_\_\_\_  following a wellness plan  
\_\_\_\_\_  using refusal skills when confronted by negative influences  
\_\_\_\_\_  gaining knowledge of benefits of positive health practices  
\_\_\_\_\_  gaining knowledge of potential harm and legal consequences of tobacco, alcohol, and other drug abuse  
\_\_\_\_\_  other: \_\_\_\_\_

7.6. Demonstrate behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: \_\_\_\_\_  following a wellness plan  
\_\_\_\_\_  using refusal skills when confronted by negative influences  
\_\_\_\_\_  gaining knowledge of benefits of positive health practices  
\_\_\_\_\_  gaining knowledge of potential harm and legal consequences of tobacco, alcohol, and other drug abuse  
\_\_\_\_\_  other: \_\_\_\_\_

**8. Demonstrate knowledge of unsafe acts and harmful conditions and appropriate personal responses.**

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

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

Indicate guidance and support necessary for mastery at supported level:

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

**Identifying Unsafe Factors or Situations**

8.1. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets, firearms, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door, adverse weather). (IF.B.2.In.3, IF.B.2.Su.3)

8.2. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, use deadbolt locks). (IF.B.2.In.3, IF.B.2.Su.3)

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- 8.3. Identify unsafe factors or situations in the school that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unsupervised gathering on the schoolgrounds, students with guns or knives). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.4. Identify unsafe factors or situations in the community that are potentially dangerous (e.g., unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)

### **Following Safety Procedures**

- 8.5. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.6. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.7. Identify procedures for obtaining emergency medical assistance (e.g., call doctor, call Poison Control Center, dial 911). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.8. Behave in ways that comply with safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, follow rules for use of exercise or outdoor equipment). (IF.B.2.In.3, IF.B.2.Su.3)

### **Dealing with Fires**

- 8.9. Identify potential hazards of open fires, matches, electrical appliances and outlets (e.g., surrounding materials may ignite, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.10. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.11. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.12. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)

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**Dealing with Adverse Weather**

- 8.13. Identify hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.14. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.15. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)

**Dealing with Violence and Aggression**

- 8.16. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.17. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.18. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

**Using Self-control**

- 8.19. Behave in ways that show self-control in response to unexpected events and potentially harmful situations in various environments (e.g., do not become upset, remain calm, seek assistance if needed). (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_\_\_  home—meals, family gatherings, leisure activities  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling
- 8.20. Monitor own use of behaviors that show self-control in response to unexpected events and potentially harmful situations in various environments. (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_\_\_  home—meals, family gatherings, leisure activities  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling

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**9. Demonstrate appropriate decision-making skills in the area of physical and mental health.**

- IF.B.1.In.1      make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2      carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1      make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2      carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
  - \_\_\_ assistive technology                \_\_\_ supervision                        \_\_\_ other: \_\_\_\_\_
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9.1. Identify personal situations involving physical and mental health that call for careful decision making (e.g., feeling depressed or suicidal, using birth control, experiencing persistent symptoms of diseases). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify sources of assistance for decision making related to physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_  individuals—family members, supervisors, teachers  
          \_\_\_  agencies—government agencies, private agencies, religious organizations, schools  
          \_\_\_  other: \_\_\_\_\_

9.3. Use a systematic approach when making decisions about physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_  identify and describe the problem or issue clearly  
          \_\_\_  consider alternative actions available to resolve the problem  
          \_\_\_  identify the risks, consequences, and benefits associated with each alternative  
          \_\_\_  evaluate the choices and make a decision  
          \_\_\_  get assistance if needed  
          \_\_\_  other: \_\_\_\_\_

9.4. Identify strategies for balancing time and energy spent on self, family, leisure, and citizenship in order to reduce the impact of stress (e.g., following a wellness plan, using time-management strategies, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)

9.5. Identify consequences of decisions related to physical and mental health before acting (e.g., starting to smoke—may cause cancer, emphysema, and cardiovascular disease; affects your breathing; affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

9.6. Commit to undertake new tasks and adapt to changes in routine when carrying out decisions related to physical and mental health. (IF.B.1.In.2, IF.B.1.Su.2)

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9.7. Adapt decisions in response to changing situations and requirements related to physical and mental health (e.g., determine that decision may have been incorrect, determine alternate action or choice). (IF.B.1.In.2, IF.B.1.Su.2)

**10. Demonstrate basic first aid skills.**

Indicate guidance and support necessary for mastery at supported level:

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

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10.1. Identify common health care activities involving first aid (e.g., recognizing wounds, warning signs, treatments). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_  stopping bleeding and applying bandages  
          \_\_\_  taking care of burns, poisons, and wounds  
          \_\_\_  using cardiopulmonary resuscitation (CPR)  
          \_\_\_  getting help when needed  
          \_\_\_  other: \_\_\_\_\_

10.2. Identify when first aid treatment is needed (e.g., after an accident; after skin has been cut, burned, or punctured; when someone is choking; when someone is unconscious and not breathing; when someone is drowning). (IF.A.1.In.2, IF.A.1.Su.2)

10.3. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, properly applying a bandage to a wound, properly cleaning and applying medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)

10.4. Use strategies to complete first aid treatment effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

**11. Demonstrate awareness of sources of reliable health information and services.**

IF.A.2.In.1            select and use community resources and services for specified purposes.

IF.A.2.Su.1            use community resources and services for specified purposes —with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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- 11.1. Identify characteristics of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  hospitals \_\_\_\_\_  clinics  
\_\_\_\_\_  support groups \_\_\_\_\_  health departments  
\_\_\_\_\_  rehabilitation centers \_\_\_\_\_  home health care  
\_\_\_\_\_  fitness centers \_\_\_\_\_  other: \_\_\_\_\_
- 11.2. Identify ways to get information on the types of services, costs, and eligibility requirements of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)
- 11.3. Identify the meaning of information commonly found on prescription and nonprescription drug labels (e.g., taking medicine, disposing of medicines, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  directions for use  
\_\_\_\_\_  dosage  
\_\_\_\_\_  warnings  
\_\_\_\_\_  expiration date  
\_\_\_\_\_  storage  
\_\_\_\_\_  antidotes  
\_\_\_\_\_  prescription and renewal information  
\_\_\_\_\_  other: \_\_\_\_\_
- 11.4. Identify the meaning of information found on food and product labels (e.g., storing food after shopping, planning nutritious meals using the Food Guide Pyramid). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  storage requirements  
\_\_\_\_\_  expiration date  
\_\_\_\_\_  nutrition information  
\_\_\_\_\_  serving and portion information  
\_\_\_\_\_  safety precautions—cook thoroughly, refrigerate after opening  
\_\_\_\_\_  other: \_\_\_\_\_
- 11.5. Identify reliable and accurate sources of information on health care (e.g., health screenings, home remedies, public health issues). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  newspaper \_\_\_\_\_  magazine \_\_\_\_\_  television  
\_\_\_\_\_  radio \_\_\_\_\_  people \_\_\_\_\_  Internet resources  
\_\_\_\_\_  other: \_\_\_\_\_
- 11.6. Identify types of information in reference books or resources on health care (e.g., symptoms of a communicable disease, side effects of types of medication, inherited or genetic diseases or conditions). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  medical references—detailed information  
\_\_\_\_\_  encyclopedia—general information by subject  
\_\_\_\_\_  other: \_\_\_\_\_



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**12. Demonstrate awareness of community health resources and local agencies to contact for mental, physical, and emotional problems.**

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services for specified purposes —with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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12.1. Identify local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

12.2. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, after an accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

12.3. Identify sources of information about local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., parents, friends, neighbors, co-workers, phone book, insurance company, chronic disease agencies—American Heart Association, American Lung Association, American Cancer Society). (IF.A.2.In.1, IF.A.2.Su.1)

**13. Demonstrate awareness of practices which promote personal safety (e.g., helmets, seat belts, poison control, 911).**

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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13.1. Identify community service agencies, businesses, or other resources that assist individuals with emergency needs (e.g., Red Cross, shelters, police department, fire department, health department, medical centers, clinics, poison control). (IF.A.2.In.1, IF.A.2.Su.1)

13.2. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service that assists individuals with emergency needs (e.g., knowing how to describe an emergency situation, knowing how to speak to a 911 operator). (IF.A.2.In.1, IF.A.2.Su.1)

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- 13.3. Identify and demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don't put hands outside windows; by cab—determine route in advance, inform driver of destination, have enough money; by bike—wear a helmet, stay on the correct side of the road; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.4. Identify the purposes of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area picked up, prevent contamination, use proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)

**14. Demonstrate knowledge of the application of health concepts and processes in personal life and the world of work.**

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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**Application of Health Concepts and Processes in Personal Life**

- 14.1. Identify occasions in own life when knowledge of health care is needed. (IF.A.1.In.2, IF.A.1.Su.2)
- 14.2. Identify situations in the local community that represent positive uses of information about health care and positive health care practices. (IF.A.2.In.1, IF.A.2.Su.1)
- 14.3. Identify situations in the local community where improvements or changes are needed in the use of information about health care or in health care practices. (IF.A.2.In.1, IF.A.2.Su.1)

**Health Occupations**

- 14.4. Identify general characteristics of the career cluster related to health sciences (e.g., technical knowledge and expertise, certification exams, many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

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- 14.5. Identify specific jobs associated with the career cluster related to health sciences (e.g., physician, nurse practitioner, nurse, occupational therapist, lab assistant, nurse’s aide, health education teacher). (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_\_\_  entry level                      \_\_\_\_\_  technical support  
                  \_\_\_\_\_  advanced level                      \_\_\_\_\_  professional positions  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 14.6. Identify advantages and disadvantages of specified occupations in career cluster dealing with health sciences (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require training, pay is low for some support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.7. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster dealing with health sciences (e.g., likes to help other people, is skilled at problem solving, makes careful observations). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.8. Identify trends in the local job market for specific jobs within the career cluster dealing with health sciences (e.g., home health care, health care for the elderly). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.9. Identify educational and training requirements for jobs within the career cluster dealing with health sciences (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.10. Identify career advancement opportunities for jobs within the career cluster dealing with health sciences (e.g., nurse’s aide, licensed practical nurse, registered nurse). (CL.C.1.In.1, CL.C.1.Su.1)

**Health and Safety in the Workplace**

- 14.11. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown drugs, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 14.12. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—do not allow alcohol or other drug use while on duty, may require tests prior to employment, provide treatment for employees with alcohol or other drug problems; Fire Codes—require fire alarms and extinguishers, limit number of people allowed in a building, require sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 14.13. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, agency personnel, on-line resources). (CL.C.2.In.4, CL.C.2.Su.4)

# Course: 7820017 Access M/J Comprehensive Science 3

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1762.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	7820017
<b>Course Title:</b>	Access M/J Comprehensive Science 3
<b>Course Abbreviated Title:</b>	Access M/J Comprehensive Science 3
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
<b>Number of Credits:</b>	NA
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Requires Highly Qualified Teacher(HQT)?</b>	Yes
<b>Class Size?</b>	Yes
<b>No Child Left Behind (NCLB)?</b>	Yes
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(35) Supported(31) Participatory(20)**

<b><u>SC.8.E.5.1:</u></b>	Recognize that there are enormous distances between objects in
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	<p>space and apply our knowledge of light and space travel to understand this distance.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.1</a>: Compare the distances of the Moon, the Sun, and other stars from the Earth.</li> <li>• <a href="#">SC.8.E.5.Su.1</a>: Identify the relative positions of the Sun and the Moon from Earth.</li> <li>• <a href="#">SC.8.E.5.Pa.1</a>: Recognize that the Moon is closer to Earth than the Sun.</li> </ul>
<p><a href="#">SC.8.E.5.2</a>:</p>	<p>Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.2</a>: Identify that the Earth and Sun are a part of the Milky Way galaxy.</li> <li>• <a href="#">SC.8.E.5.Su.2</a>: Recognize that the Solar System is part of a galaxy.</li> <li>• <a href="#">SC.8.E.5.Pa.1</a>: Recognize that the Moon is closer to Earth than the Sun.</li> </ul>
<p><a href="#">SC.8.E.5.3</a>:</p>	<p>Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.3</a>: Identify Earth’s position in the Solar System, and its size relative to the Moon and Sun.</li> <li>• <a href="#">SC.8.E.5.Su.3</a>: Identify that there are planets and moons in the Solar System.</li> <li>• <a href="#">SC.8.E.5.Pa.1</a>: Recognize that the Moon is closer to Earth than the Sun.</li> </ul>
<p><a href="#">SC.8.E.5.4</a>:</p>	<p>Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.4</a>: Identify gravity as the force that holds orbiting planets in place in the Solar System.</li> <li>• <a href="#">SC.8.E.5.Su.3</a>: Identify that there are planets and moons in the Solar System.</li> <li>• <a href="#">SC.8.E.5.Pa.1</a>: Recognize that the Moon is closer to Earth than the Sun.</li> </ul>
<p><a href="#">SC.8.E.5.5:</a></p>	<p>Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.5</a>: Identify differences in physical properties of stars, such as brightness, color, and size.</li> <li>• <a href="#">SC.8.E.5.Su.4</a>: Recognize that the Sun is the closest star to Earth and appears large and bright.</li> <li>• <a href="#">SC.8.E.5.Pa.2</a>: Recognize the Sun and stars as objects in space.</li> </ul>
<p><a href="#">SC.8.E.5.6:</a></p>	<p>Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.6</a>: Describe the Sun as a mass of hot, burning gases that produces very high temperatures.</li> <li>• <a href="#">SC.8.E.5.Su.5</a>: Recognize that the Sun is made of gases that are on fire.</li> <li>• <a href="#">SC.8.E.5.Pa.2</a>: Recognize the Sun and stars as objects in space.</li> </ul>
<p><a href="#">SC.8.E.5.7:</a></p>	<p>Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.7</a>: Compare conditions on other planets in the</li> </ul>

	<p>Solar System to those on Earth, such as gravity, temperature, and atmosphere.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.Su.6</a>: Recognize that conditions on other planets in the Solar System are different than those on Earth.</li> <li>• <a href="#">SC.8.E.5.Pa.2</a>: Recognize the Sun and stars as objects in space.</li> </ul>
<p><a href="#">SC.8.E.5.8</a>:</p>	<p>Compare various historical models of the Solar System, including geocentric and heliocentric.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.8</a>: Identify that long ago people thought the Sun traveled around Earth (geocentric model) until scientists proved otherwise.</li> <li>• <a href="#">SC.8.E.5.Su.3</a>: Identify that there are planets and moons in the Solar System.</li> <li>• <a href="#">SC.8.E.5.Pa.1</a>: Recognize that the Moon is closer to Earth than the Sun.</li> </ul>
<p><a href="#">SC.8.E.5.9</a>:</p>	<p>Explain the impact of objects in space on each other including:</p> <ol style="list-style-type: none"> <li>1. the Sun on the Earth including seasons and gravitational attraction</li> <li>2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.</li> </ol> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.9</a>: Recognize that the four seasons are related to Earth's position as it travels (revolves) around the Sun.</li> <li>• <a href="#">SC.8.E.5.In.10</a>: Recognize that the Moon's revolution around the Earth takes about thirty days.</li> <li>• <a href="#">SC.8.E.5.Su.7</a>: Recognize that Earth revolves around the Sun creating the four seasons.</li> <li>• <a href="#">SC.8.E.5.Pa.3</a>: Recognize the four seasons.</li> </ul>
<p><a href="#">SC.8.E.5.10</a>:</p>	<p>Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and</p>

	<p>communication of information.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.11</a>: Identify technology used by scientists to locate, view, and study objects in space.</li> <li>• <a href="#">SC.8.E.5.Su.8</a>: Recognize that scientists use special tools to examine objects in space.</li> <li>• <a href="#">SC.8.E.5.Pa.4</a>: Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.</li> </ul>
<p><a href="#">SC.8.E.5.11</a>:</p>	<p>Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.12</a>: Recognize that technology allows special cameras and satellites to take pictures of objects in space.</li> <li>• <a href="#">SC.8.E.5.Su.8</a>: Recognize that scientists use special tools to examine objects in space.</li> <li>• <a href="#">SC.8.E.5.Pa.4</a>: Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.</li> </ul>
<p><a href="#">SC.8.E.5.12</a>:</p>	<p>Summarize the effects of space exploration on the economy and culture of Florida.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.E.5.In.13</a>: Identify effects of space research and exploration on Florida’s economy.</li> <li>• <a href="#">SC.8.E.5.Su.9</a>: Identify an effect space exploration has had on Florida’s economy.</li> <li>• <a href="#">SC.8.E.5.Pa.4</a>: Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.</li> </ul>
<p><a href="#">SC.8.I.18.1</a></p>	<p>Describe and investigate the process of photosynthesis, such as the</p>



	<p>roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.L.18.In.1</a>: Identify structures in plants that enable them to use the energy from the Sun to make their own food through a process called photosynthesis.</li> <li>• <a href="#">SC.8.L.18.Su.1</a>: Recognize that plants make their own food through a process called photosynthesis.</li> <li>• <a href="#">SC.8.L.18.Pa.1</a>: Recognize that plants need water and light to grow.</li> </ul>
<p><a href="#">SC.8.L.18.2</a>:</p>	<p>Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.L.18.In.2</a>: Recognize that cells break down food to release energy.</li> <li>• <a href="#">SC.8.L.18.Su.2</a>: Recognize that plants and animals get energy from food.</li> <li>• <a href="#">SC.8.L.18.Pa.2</a>: Recognize that food provides energy.</li> </ul>
<p><a href="#">SC.8.L.18.3</a>:</p>	<p>Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.L.18.In.3</a>: Illustrate a model that shows how carbon is cycled between plants and animals.</li> <li>• <a href="#">SC.8.L.18.Su.3</a>: Recognize that plants use the carbon dioxide that animals breathe out.</li> <li>• <a href="#">SC.8.L.18.Pa.2</a>: Recognize that food provides energy.</li> </ul>
<p><a href="#">SC.8.L.18.4</a>:</p>	<p>Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.L.18.In.4</a>: Identify the flow of energy from the Sun as it is</li> </ul>

	<p>transferred along a food chain.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.L.18.Su.4</a>: Recognize that plants get energy from the Sun and that energy is transferred to the animals that eat the plants.</li> <li>• <a href="#">SC.8.L.18.Pa.2</a>: Recognize that food provides energy.</li> </ul>
<p><a href="#">SC.8.N.1.1</a>:</p>	<p>Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.N.1.In.1</a>: Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.</li> <li>• <a href="#">SC.8.N.1.Su.1</a>: Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.</li> <li>• <a href="#">SC.8.N.1.Pa.1</a>: Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.</li> </ul>
<p><a href="#">SC.8.N.1.2</a>:</p>	<p>Design and conduct a study using repeated trials and replication.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.N.1.In.1</a>: Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.</li> <li>• <a href="#">SC.8.N.1.Su.1</a>: Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.</li> <li>• <a href="#">SC.8.N.1.Pa.1</a>: Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.</li> </ul>

<p><a href="#"><u>SC.8.N.1.3:</u></a></p>	<p>Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.1.In.1:</u></a> Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.</li> <li>• <a href="#"><u>SC.8.N.1.Su.1:</u></a> Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.</li> <li>• <a href="#"><u>SC.8.N.1.Pa.1:</u></a> Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.</li> </ul>
<p><a href="#"><u>SC.8.N.1.4:</u></a></p>	<p>Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.1.In.2:</u></a> Identify a possible explanation (hypothesis) for a science problem.</li> <li>• <a href="#"><u>SC.8.N.1.Su.2:</u></a> Recognize a possible explanation (hypothesis) for a science problem.</li> <li>• <a href="#"><u>SC.8.N.1.Pa.2:</u></a> Recognize science as a way to solve problems about the natural world.</li> </ul>
<p><a href="#"><u>SC.8.N.1.5:</u></a></p>	<p>Analyze the methods used to develop a scientific explanation as seen in different fields of science.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.1.In.3:</u></a> Identify methods used in different areas of science, such as life science, earth and space science, and physical science.</li> <li>• <a href="#"><u>SC.8.N.1.Su.3:</u></a> Recognize methods used in different areas of science, such as life science, earth and space science, and physical science.</li> <li>• <a href="#"><u>SC.8.N.1.Pa.2:</u></a> Recognize science as a way to solve problems</li> </ul>

	<p>about the natural world.</p>
<p><a href="#"><u>SC.8.N.1.6:</u></a></p>	<p>Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.1.In.4:</u></a> Identify that the process used in scientific investigations involves asking a research question, forming a hypothesis, reviewing what is already known, collecting evidence through observations or experiments, determining results, and reaching conclusions.</li> <li>• <a href="#"><u>SC.8.N.1.Su.4:</u></a> Recognize that the basic process used in scientific investigations involves questioning, observing, and recording and sharing results.</li> <li>• <a href="#"><u>SC.8.N.1.Pa.2:</u></a> Recognize science as a way to solve problems about the natural world.</li> </ul>
<p><a href="#"><u>SC.8.N.2.1:</u></a></p>	<p>Distinguish between scientific and pseudoscientific ideas.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.2.In.1:</u></a> Identify that scientific knowledge must be supported by evidence.</li> <li>• <a href="#"><u>SC.8.N.2.Su.1:</u></a> Recognize examples of evidence that supports scientific knowledge.</li> <li>• <a href="#"><u>SC.8.N.2.Pa.1:</u></a> Recognize an example of observable evidence related to science.</li> </ul>
<p><a href="#"><u>SC.8.N.2.2:</u></a></p>	<p>Discuss what characterizes science and its methods.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.2.In.1:</u></a> Identify that scientific knowledge must be supported by evidence.</li> <li>• <a href="#"><u>SC.8.N.2.Su.1:</u></a> Recognize examples of evidence that supports scientific knowledge.</li> <li>• <a href="#"><u>SC.8.N.2.Pa.1:</u></a> Recognize an example of observable evidence related to science.</li> </ul>

<p><a href="#"><u>SC.8.N.3.1:</u></a></p>	<p>Select models useful in relating the results of their own investigations.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.3.In.1:</u></a> Identify models used in the context of one’s own study of science.</li> <li>• <a href="#"><u>SC.8.N.3.Su.1:</u></a> Recognize models used in the context of one’s own study of science.</li> <li>• <a href="#"><u>SC.8.N.3.Pa.1:</u></a> Associate a model with an activity used in the context of one’s own study of science.</li> </ul>
<p><a href="#"><u>SC.8.N.3.2:</u></a></p>	<p>Explain why theories may be modified but are rarely discarded.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.3.In.2:</u></a> Identify that scientific theories can change.</li> <li>• <a href="#"><u>SC.8.N.3.Su.2:</u></a> Recognize that scientific theories can change.</li> <li>• <a href="#"><u>SC.8.N.3.Pa.2:</u></a> Observe and recognize a cause-effect relationship related to a science topic.</li> </ul>
<p><a href="#"><u>SC.8.N.4.1:</u></a></p>	<p>Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.4.In.1:</u></a> Identify ways that science processes can be used to make informed decisions in the community, state, and nation.</li> <li>• <a href="#"><u>SC.8.N.4.Su.1:</u></a> Recognize that science processes can be used to help people in the community and state make wise choices.</li> <li>• <a href="#"><u>SC.8.N.4.Pa.1:</u></a> Recognize a way science is used in the community.</li> </ul>
<p><a href="#"><u>SC.8.N.4.2:</u></a></p>	<p>Explain how political, social, and economic concerns can affect science, and vice versa.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.8.N.4.In.1:</u></a> Identify ways that science processes can be</li> </ul>

	<p>used to make informed decisions in the community, state, and nation.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.N.4.Su.1</a>: Recognize that science processes can be used to help people in the community and state make wise choices.</li> <li>• <a href="#">SC.8.N.4.Pa.1</a>: Recognize a way science is used in the community.</li> </ul>
<p><a href="#">SC.8.P.8.1</a>:</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.1</a>: Compare properties of solids, liquids, and gases.</li> <li>• <a href="#">SC.8.P.8.Su.1</a>: Recognize three states of matter, including solids, liquids, and gases.</li> <li>• <a href="#">SC.8.P.8.Pa.1</a>: Recognize examples of the gaseous state of matter, such as steam or smoke.</li> </ul>
<p><a href="#">SC.8.P.8.2</a>:</p>	<p>Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.2</a>: Recognize that the weight of an object is related to the pull of gravity.</li> <li>• <a href="#">SC.8.P.8.Su.2</a>: Compare the weight of different sized objects.</li> <li>• <a href="#">SC.8.P.8.Pa.2</a>: Recognize the heavier of two objects.</li> </ul>
<p><a href="#">SC.8.P.8.3</a>:</p>	<p>Explore and describe the densities of various materials through measurement of their masses and volumes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.3</a>: Observe and compare the density of various materials.</li> <li>• <a href="#">SC.8.P.8.Su.3</a>: Recognize that smaller objects can weigh more than bigger objects because of density.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.Pa.1</a>: Recognize examples of the gaseous state of matter, such as steam or smoke.</li> </ul>
<p><a href="#">SC.8.P.8.4</a>:</p>	<p>Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.4</a>: Observe and compare substances based on their physical properties, such as thermal and electrical conductivity, solubility, or magnetic properties.</li> <li>• <a href="#">SC.8.P.8.Su.4</a>: Observe and compare substances by physical properties, such as weight, size, boiling and melting points, and magnetic properties.</li> <li>• <a href="#">SC.8.P.8.Pa.3</a>: Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold).</li> </ul>
<p><a href="#">SC.8.P.8.5</a>:</p>	<p>Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.5</a>: Recognize that common elements combine in different ways to make up all living and nonliving things.</li> <li>• <a href="#">SC.8.P.8.Su.5</a>: Recognize that parts of matter can be separated in tiny particles.</li> <li>• <a href="#">SC.8.P.8.Pa.5</a>: Separate a mixture into its parts.</li> </ul>
<p><a href="#">SC.8.P.8.6</a>:</p>	<p>Recognize that elements are grouped in the periodic table according to similarities of their properties.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.6</a>: Identify common elements, such as oxygen, iron, and carbon.</li> <li>• <a href="#">SC.8.P.8.Su.6</a>: Recognize examples of common elements,</li> </ul>

	<p>such as carbon or iron.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.Pa.5</a>: Separate a mixture into its parts.</li> </ul>
<p><a href="#">SC.8.P.8.7</a>:</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.7</a>: Identify that matter is made of small particles called atoms.</li> <li>• <a href="#">SC.8.P.8.Su.5</a>: Recognize that parts of matter can be separated in tiny particles.</li> <li>• <a href="#">SC.8.P.8.Pa.5</a>: Separate a mixture into its parts.</li> </ul>
<p><a href="#">SC.8.P.8.8</a>:</p>	<p>Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.8</a>: Identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties.</li> <li>• <a href="#">SC.8.P.8.Su.7</a>: Recognize common acids, such as vinegar, and bases, such as ammonia, and their hazardous properties.</li> <li>• <a href="#">SC.8.P.8.Pa.4</a>: Recognize common acids as safe or harmful.</li> </ul>
<p><a href="#">SC.8.P.8.9</a>:</p>	<p>Distinguish among mixtures (including solutions) and pure substances.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.8.In.2</a>: Recognize that the weight of an object is related to the pull of gravity.</li> <li>• <a href="#">SC.8.P.8.Su.8</a>: Recognize examples of pure substances and mixtures.</li> <li>• <a href="#">SC.8.P.8.Pa.5</a>: Separate a mixture into its parts.</li> </ul>
<p><a href="#">SC.8.P.9.1</a>:</p>	<p>Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical</p>



	<p>and chemical changes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.9.In.1</a>: Observe and classify changes in matter as physical (reversible) or chemical (irreversible).</li> <li>• <a href="#">SC.8.P.9.Su.1</a>: Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter.</li> <li>• <a href="#">SC.8.P.9.Pa.1</a>: Recognize an example of a physical change, such as ice changing to water.</li> <li>• <a href="#">SC.8.P.9.Pa.2</a>: Recognize that heat influences changes (chemical) in matter, such as cooking.</li> </ul>
<p><a href="#">SC.8.P.9.2:</a></p>	<p>Differentiate between physical changes and chemical changes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.9.In.1</a>: Observe and classify changes in matter as physical (reversible) or chemical (irreversible).</li> <li>• <a href="#">SC.8.P.9.Su.1</a>: Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter.</li> <li>• <a href="#">SC.8.P.9.Pa.1</a>: Recognize an example of a physical change, such as ice changing to water.</li> <li>• <a href="#">SC.8.P.9.Pa.2</a>: Recognize that heat influences changes (chemical) in matter, such as cooking.</li> </ul>
<p><a href="#">SC.8.P.9.3:</a></p>	<p>Investigate and describe how temperature influences chemical changes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.8.P.9.In.2</a>: Observe and identify how temperature influences chemical changes.</li> <li>• <a href="#">SC.8.P.9.Su.2</a>: Observe and recognize changes caused by heat on substances.</li> <li>• <a href="#">SC.8.P.9.Pa.2</a>: Recognize that heat influences changes (chemical) in matter, such as cooking.</li> </ul>

## RELATED GLOSSARY TERM DEFINITIONS (61)

<b>Acid:</b>	A substance that increases the H <sup>+</sup> concentration when added to a water solution Acids turn blue litmus paper red, have a pH of less than 7, and their aqueous solutions react with bases and certain metals to form salts.
<b>Atom:</b>	The smallest unit of a chemical element that can still retain the properties of that element.
<b>Attraction :</b>	The electric or magnetic force exerted by oppositely charged particles, tending to draw or hold the particles together.
<b>Base:</b>	A substance that increases the OH <sup>-</sup> concentration of a solution; a proton acceptor.
<b>Boil:</b>	To change from a liquid to a vapor by the application of heat.
<b>Chemical change:</b>	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
<b>Compound:</b>	A substance made up of at least two different elements held together by chemical bonds that can only be broken down into elements by chemical processes.
<b>Conductivity:</b>	The ability or power to conduct or transmit heat, electricity, or sound.
<b>Conservation of Mass:</b>	The principle that mass cannot be created or destroyed; also conservation of matter.
<b>Convection:</b>	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
<b>Density:</b>	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
<b>Eclipse:</b>	The partial or total blocking of light of one celestial object by another.
<b>Electromagnetic spectrum:</b>	The entire range of electromagnetic radiation. At one end of the spectrum are gamma rays, which have the shortest wavelengths and

	high frequencies. At the other end are radio waves, which have the longest wavelengths and low frequencies. Visible light is near the center of the spectrum.
<b>Electron:</b>	A stable elementary particle in the lepton family having a mass at rest of $9.107 \times 10^{-28}$ grams and an electric charge of approximately $-1.602 \times 10^{-19}$ coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
<b>Energy:</b>	The capacity to do work.
<b>Environment:</b>	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
<b>Experiment:</b>	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
<b>Force:</b>	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
<b>Frequency:</b>	The number of cycles or waves per unit time.
<b>Galaxy:</b>	A large collection of stars, gases, and dust that are part of the universe (e.g., the Milky Way galaxy) bound together by gravitational forces.
<b>Gas:</b>	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
<b>Geocentric:</b>	Relating to a model of the solar system or universe having the Earth as the center.
<b>Gravity:</b>	The force of attraction between any two objects.
<b>Heliocentric:</b>	Relating to a model of the solar system or universe having the Sun as the center.
<b>Hypothesis :</b>	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
<b>Investigation :</b>	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
<b>Law :</b>	A statement that describes invariable relationships among phenomena under a specified set of conditions.

<b>Light:</b>	Electromagnetic radiation that lies within the visible range.
<b>Liquid:</b>	One of the fundamental states of matter with a definite volume but no definite shape.
<b>Magnetic:</b>	Having the property of attracting iron and certain other materials by virtue of a field of force.
<b>Mass:</b>	The amount of matter an object contains.
<b>Matter:</b>	Substance that possesses inertia and occupies space, of which all objects are constituted.
<b>Melt:</b>	To be changed from a solid to a liquid state especially by the application of heat.
<b>Model :</b>	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
<b>Moon:</b>	A natural satellite that revolves around a planet.
<b>Motion:</b>	The act or process of changing position and/or direction.
<b>Neutron:</b>	A subatomic particle having zero charge, found in the nucleus of an atom.
<b>Nucleus:</b>	The center region of an atom where protons and neutrons are located; also a cell structure that contains the cell genetic material of the cell.
<b>Observation :</b>	What one has observed using senses or instruments.
<b>Organism:</b>	An individual form of life of one or more cells that maintains various vital processes necessary for life.
<b>Periodic table:</b>	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
<b>Photosynthesis:</b>	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
<b>Physical change :</b>	A reaction; a change in matter from one form to another, without forming new substances.
<b>Planet:</b>	A large body in space that orbits a star and does not produce light of its own.

<b>Proton:</b>	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
<b>Pseudoscientific:</b>	A theory, methodology, or practice that is considered to be without scientific foundation.
<b>Replication:</b>	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.
<b>Season:</b>	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
<b>Sense:</b>	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
<b>Solar system:</b>	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
<b>Solid:</b>	Having a definite shape and a definite volume; one of the fundamental states of matter.
<b>Solubility:</b>	The ability or tendency of one substance to dissolve in another at a given temperature and pressure.
<b>Space:</b>	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
<b>Speed:</b>	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
<b>Sun:</b>	The closest star to Earth and the center of our solar system.
<b>Theory :</b>	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
<b>Tide:</b>	The regular rise and fall in the surface level of the Earth's oceans, seas, and bays caused by the gravitational attraction of the Moon and to a lesser extent of the Sun.

<b>Variable:</b>	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
<b>Volume:</b>	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
<b>Wavelength:</b>	The distance between crests of a wave.
<b>Weight:</b>	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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# Course: 7820016 Access M/J Comprehensive Science 2

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## BASIC INFORMATION

<b>Course Number:</b>	7820016
<b>Course Title:</b>	Access M/J Comprehensive Science 2
<b>Course Abbreviated Title:</b>	Access M/J Comprehensive Science 2
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
<b>Number of Credits:</b>	NA
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Requires Highly Qualified Teacher(HQT)?</b>	Yes
<b>Class Size?</b>	Yes
<b>No Child Left Behind (NCLB)?</b>	Yes
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(29) Supported(28) Participatory(24)**

<b><a href="#">SC.7.E.6.1:</a></b>	Describe the layers of the solid Earth, including the lithosphere, the
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	<p>hot convecting mantle, and the dense metallic liquid and solid cores.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.E.6.In.1</a>: Identify that Earth has three layers (crust, mantle, and core) and describe the inside (core) as the hottest layer.</li> <li>• <a href="#">SC.7.E.6.Su.1</a>: Recognize that the surface of Earth is called the crust.</li> <li>• <a href="#">SC.7.E.6.Pa.1</a>: Recognize the ground as the outer surface (crust) of Earth.</li> </ul>
<p><a href="#">SC.7.E.6.2</a>:</p>	<p>Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.E.6.In.2</a>: Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth’s surface.</li> <li>• <a href="#">SC.7.E.6.Su.2</a>: Recognize that mountains change size and shape over a long period of time.</li> <li>• <a href="#">SC.7.E.6.Pa.2</a>: Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid.</li> </ul>
<p><a href="#">SC.7.E.6.3</a>:</p>	<p>Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.E.6.In.3</a>: Demonstrate how older rock layers are deposited at the bottom before younger layers (Law of Superposition).</li> <li>• <a href="#">SC.7.E.6.Su.2</a>: Recognize that mountains change size and shape over a long period of time.</li> <li>• <a href="#">SC.7.E.6.Pa.3</a>: Recognize that ground on the Earth’s surface changes over time.</li> </ul>
<p><a href="#">SC.7.F.6.4</a>:</p>	<p>Explain and give examples of how physical evidence supports</p>



	<p>scientific theories that Earth has evolved over geologic time due to natural processes.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.E.6.In.4</a>: Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time.</li> <li>• <a href="#">SC.7.E.6.Su.3</a>: Recognize that fossils are remains or imprints of living things from long ago.</li> <li>• <a href="#">SC.7.E.6.Pa.3</a>: Recognize that ground on the Earth’s surface changes over time.</li> </ul>
<p><a href="#">SC.7.E.6.5:</a></p>	<p>Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.E.6.In.2</a>: Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth’s surface.</li> <li>• <a href="#">SC.7.E.6.Su.4</a>: Recognize the effects of earthquakes and volcanoes.</li> <li>• <a href="#">SC.7.E.6.Pa.2</a>: Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid.</li> </ul>
<p><a href="#">SC.7.E.6.6:</a></p>	<p>Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.E.6.In.5</a>: Recognize that humans have had an impact on Earth, such as polluting the air and water and expanding urban areas and road systems.</li> <li>• <a href="#">SC.7.E.6.Su.5</a>: Recognize that polluting the air and water can harm Earth.</li> <li>• <a href="#">SC.7.E.6.Pa.3</a>: Recognize that ground on the Earth’s surface</li> </ul>

	changes over time.
<p><a href="#"><u>SC.7.E.6.7:</u></a></p>	<p>Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.E.6.In.4:</u></a> Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time.</li> <li>• <a href="#"><u>SC.7.E.6.Su.4:</u></a> Recognize the effects of earthquakes and volcanoes.</li> <li>• <a href="#"><u>SC.7.E.6.Pa.4:</u></a> Distinguish between clean and dirty water.</li> </ul>
<p><a href="#"><u>SC.7.L.15.1:</u></a></p>	<p>Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.L.15.In.1:</u></a> Recognize that fossils help people learn about living things that lived a very long time ago.</li> <li>• <a href="#"><u>SC.7.L.15.Su.1:</u></a> Identify fossils as parts of animals and plants that are no longer alive.</li> <li>• <a href="#"><u>SC.7.L.15.Pa.1:</u></a> Recognize that living things can die.</li> </ul>
<p><a href="#"><u>SC.7.L.15.2:</u></a></p>	<p>Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.L.15.In.2:</u></a> Recognize that physical characteristics of living things are adapted to deal with the conditions of the environment, such as skin color or gills on a fish.</li> <li>• <a href="#"><u>SC.7.L.15.Su.2:</u></a> Recognize that common plants or animals have special features that enable them to live in their environment, such as a as a fish has gills so it can live underwater.</li> <li>• <a href="#"><u>SC.7.L.15.Pa.2:</u></a> Recognize a personal characteristic, such as</li> </ul>

	<p>hair color, that is different from the parents.</p>
<p><a href="#"><u>SC.7.L.15.3:</u></a></p>	<p>Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.L.15.In.3:</u></a> Explain extinction and give examples.</li> <li>• <a href="#"><u>SC.7.L.15.Su.3:</u></a> Recognize that some plants and animals no longer exist (are extinct).</li> <li>• <a href="#"><u>SC.7.L.15.Pa.1:</u></a> Recognize that living things can die.</li> </ul>
<p><a href="#"><u>SC.7.L.16.1:</u></a></p>	<p>Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.L.16.In.1:</u></a> Explain that some characteristics are passed from parent to child (inherited).</li> <li>• <a href="#"><u>SC.7.L.16.Su.1:</u></a> Recognize that offspring have similar characteristics to parents.</li> <li>• <a href="#"><u>SC.7.L.16.Pa.1:</u></a> Recognize a characteristic passed from parents to self, such as eye color.</li> </ul>
<p><a href="#"><u>SC.7.L.16.2:</u></a></p>	<p>Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.L.16.In.2:</u></a> Recognize that it is possible to predict whether a person is likely to inherit a particular trait from parents.</li> <li>• <a href="#"><u>SC.7.L.16.Su.2:</u></a> Recognize that animals, including humans, inherit some characteristics from one parent and some from the other.</li> <li>• <a href="#"><u>SC.7.L.16.Pa.1:</u></a> Recognize a characteristic passed from parents to self, such as eye color.</li> </ul>

<p><a href="#"><u>SC.7.L.16.3:</u></a></p>	<p>Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.L.16.In.3:</u></a> Explain that offspring receive half their genes from each parent in sexual reproduction.</li> <li>• <a href="#"><u>SC.7.L.16.Su.2:</u></a> Recognize that animals, including humans, inherit some characteristics from one parent and some from the other.</li> <li>• <a href="#"><u>SC.7.L.16.Pa.2:</u></a> Recognize that children are born from two parents.</li> </ul>
<p><a href="#"><u>SC.7.L.16.4:</u></a></p>	<p>Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.L.16.In.4:</u></a> Recognize that science processes (biotechnology) have been used to develop new foods and medicines.</li> <li>• <a href="#"><u>SC.7.L.16.Su.3:</u></a> Recognize that science (biotechnology) has been used to develop new products for use in daily life.</li> <li>• <a href="#"><u>SC.7.L.16.Pa.3:</u></a> Recognize common products, such as medicine, developed through science.</li> </ul>
<p><a href="#"><u>SC.7.L.17.1:</u></a></p>	<p>Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>SC.7.L.17.In.1:</u></a> Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers).</li> <li>• <a href="#"><u>SC.7.L.17.Su.1:</u></a> Identify different types of consumers in a food chain, including animals that eat plants, animals that eat other animals, and animals that eat plants and animals.</li> <li>• <a href="#"><u>SC.7.L.17.Pa.1:</u></a> Recognize that humans eat vegetables and</li> </ul>

	fruits (plants) and meat (animals).
<p><a href="#">SC.7.L.17.2:</a></p>	<p>Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.L.17.In.2:</a> Describe how organisms interact with other organisms in an ecosystem to help each other (mutualism), to obtain food (predation), and to benefit at the expense of the other (parasitism).</li> <li>• <a href="#">SC.7.L.17.Su.2:</a> Recognize how living things affect each other in their habitat (ecosystem).</li> <li>• <a href="#">SC.7.L.17.Pa.2:</a> Recognize a mutual relationship between people and other living things.</li> </ul>
<p><a href="#">SC.7.L.17.3:</a></p>	<p>Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.L.17.In.3:</a> Recognize that living things compete with each other to get the things they need to live in their local environment.</li> <li>• <a href="#">SC.7.L.17.Su.3:</a> Identify how a lack of food, water, or shelter affects plants and animals in their habitats.</li> <li>• <a href="#">SC.7.L.17.Pa.3:</a> Recognize what happens when animals don't get food and water.</li> </ul>
<p><a href="#">SC.7.N.1.1:</a></p>	<p>Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.In.1:</a> Identify a problem from the seventh grade</li> </ul>

	<p>curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.Su.1</a>: Recognize a problem from the seventh grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.</li> <li>• <a href="#">SC.7.N.1.Pa.1</a>: Recognize a problem related to the seventh grade curriculum, observe and explore objects and activities, and recognize a solution.</li> </ul>
<p><a href="#">SC.7.N.1.2</a>:</p>	<p>Differentiate replication (by others) from repetition (multiple trials).</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.In.2</a>: Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment.</li> <li>• <a href="#">SC.7.N.1.Su.2</a>: Recognize what is tested in a simple experiment (dependent variable).</li> <li>• <a href="#">SC.7.N.1.Pa.2</a>: Recognize observable changes in a simple experiment, such as plant growth.</li> </ul>
<p><a href="#">SC.7.N.1.3</a>:</p>	<p>Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.In.3</a>: Identify questions that can be answered by scientific investigation, such as can a plant grow without sunlight?</li> <li>• <a href="#">SC.7.N.1.Su.3</a>: Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight?</li> <li>• <a href="#">SC.7.N.1.Pa.3</a>: Associate objects and activities with science.</li> </ul>
<p><a href="#">SC.7.N.1.4</a>:</p>	<p>Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.</p>

	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.In.2</a>: Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment.</li> <li>• <a href="#">SC.7.N.1.Su.2</a>: Recognize what is tested in a simple experiment (dependent variable).</li> <li>• <a href="#">SC.7.N.1.Pa.2</a>: Recognize observable changes in a simple experiment, such as plant growth.</li> </ul>
<p><a href="#">SC.7.N.1.5</a>:</p>	<p>Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.In.4</a>: Identify ways that science can be used to study different areas, such as life science, earth and space science, and physical science.</li> <li>• <a href="#">SC.7.N.1.Su.4</a>: Recognize that science includes different areas, such as life science, earth and space science, and physical science.</li> <li>• <a href="#">SC.7.N.1.Pa.3</a>: Associate objects and activities with science.</li> </ul>
<p><a href="#">SC.7.N.1.6</a>:</p>	<p>Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.In.5</a>: Identify that scientific knowledge is based on a large body of evidence and observations.</li> <li>• <a href="#">SC.7.N.1.Su.5</a>: Recognize that scientific knowledge is based on evidence and observations.</li> <li>• <a href="#">SC.7.N.1.Pa.3</a>: Associate objects and activities with science.</li> </ul>
<p><a href="#">SC.7.N.1.7</a>:</p>	<p>Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.In.3</a>: Identify questions that can be answered by</li> </ul>

	<p>scientific investigation, such as can a plant grow without sunlight?</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.1.Su.3</a>: Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight?</li> <li>• <a href="#">SC.7.N.1.Pa.3</a>: Associate objects and activities with science.</li> </ul>
<p><a href="#">SC.7.N.2.1</a>:</p>	<p>Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.2.In.1</a>: Identify an example of a change in scientific knowledge based on new evidence or new interpretations.</li> <li>• <a href="#">SC.7.N.2.Su.1</a>: Recognize an example of a change in scientific knowledge based on new evidence.</li> <li>• <a href="#">SC.7.N.2.Pa.1</a>: Recognize information related to science.</li> </ul>
<p><a href="#">SC.7.N.3.1</a>:</p>	<p>Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.3.In.1</a>: Identify that scientific theories are explanations and laws describe relationships, and both are supported by evidence.</li> <li>• <a href="#">SC.7.N.3.Su.1</a>: Recognize that scientific theories and laws are supported by evidence.</li> <li>• <a href="#">SC.7.N.3.Pa.1</a>: Recognize that people use science to solve problems.</li> </ul>
<p><a href="#">SC.7.N.3.2</a>:</p>	<p>Identify the benefits and limitations of the use of scientific models.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.3.In.2</a>: Identify a benefit of using a model to explain how things work.</li> <li>• <a href="#">SC.7.N.3.Su.2</a>: Recognize a benefit of using a model to explain how things work.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">SC.7.N.3.Pa.2</a>: Recognize a model of a common activity.</li> </ul>
<p><a href="#">SC.7.P.10.1</a>:</p>	<p>Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.10.In.1</a>: Identify that white (visible) light has many colors, such as when viewed with a prism.</li> <li>• <a href="#">SC.7.P.10.Su.1</a>: Recognize that white (visible) light contains many colors, such as viewed with a prism or rainbow.</li> <li>• <a href="#">SC.7.P.10.Pa.1</a>: Recognize primary colors of a rainbow.</li> </ul>
<p><a href="#">SC.7.P.10.2</a>:</p>	<p>Observe and explain that light can be reflected, refracted, and/or absorbed.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.10.In.2</a>: Recognize that light can be reflected or absorbed.</li> <li>• <a href="#">SC.7.P.10.Su.2</a>: Recognize that light can be reflected.</li> <li>• <a href="#">SC.7.P.10.Pa.2</a>: Recognize reflections of objects.</li> </ul>
<p><a href="#">SC.7.P.10.3</a>:</p>	<p>Recognize that light waves, sound waves, and other waves move at different speeds in different materials.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.10.In.3</a>: Identify that light and sound travel in wave patterns.</li> <li>• <a href="#">SC.7.P.10.Su.3</a>: Recognize that sound and light travel.</li> <li>• <a href="#">SC.7.P.10.Pa.3</a>: Match light and sound to their sources.</li> </ul>
<p><a href="#">SC.7.P.11.1</a>:</p>	<p>Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.11.In.1</a>: Identify that when heat is added or taken away, a temperature change occurs.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.11.Su.1</a>: Recognize what happens to the temperature when heat is added.</li> <li>• <a href="#">SC.7.P.11.Pa.1</a>: Recognize that a hot object can make a cold object warm when they touch.</li> </ul>
<a href="#">SC.7.P.11.2</a> :	<p>Investigate and describe the transformation of energy from one form to another.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.11.In.2</a>: Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity.</li> <li>• <a href="#">SC.7.P.11.Su.2</a>: Recognize that energy can change forms, such as electricity produces light and heat in a lamp.</li> <li>• <a href="#">SC.7.P.11.Pa.2</a>: Recognize that electrical devices need energy to work.</li> </ul>
<a href="#">SC.7.P.11.3</a> :	<p>Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.11.In.2</a>: Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity.</li> <li>• <a href="#">SC.7.P.11.Su.2</a>: Recognize that energy can change forms, such as electricity produces light and heat in a lamp.</li> <li>• <a href="#">SC.7.P.11.Pa.2</a>: Recognize that electrical devices need energy to work.</li> </ul>
<a href="#">SC.7.P.11.4</a> :	<p>Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.11.In.3</a>: Identify examples of the predictable movement of heat, such as hot air rises and heat transfers from hot to cold objects.</li> <li>• <a href="#">SC.7.P.11.Su.3</a>: Identify that heat rises.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.7.P.11.Pa.1</a>: Recognize that a hot object can make a cold object warm when they touch.</li> </ul>
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## RELATED GLOSSARY TERM DEFINITIONS (54)

<b>Asexual reproduction:</b>	A form of reproduction in which new individuals are formed without the involvement of gametes.
<b>Biotechnology:</b>	The manipulation (as through genetic engineering) of living organisms or their components to produce useful usually commercial products (as pest resistant crops, new bacterial strains, or novel pharmaceuticals).
<b>Cell:</b>	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
<b>Chromosome:</b>	A structure in living cells that consists of a single molecule of DNA bonded to various proteins and that carries the genes determining heredity.
<b>Clone:</b>	To produce genetic material or produce or grow a cell, group of cells, or organism from a single original cell.
<b>Consumer:</b>	An organism that feeds on other organisms for food.
<b>Current :</b>	The amount of electric charge flowing past a specified circuit point per unit time.
<b>Decomposer :</b>	Any organism that feeds or obtains nutrients by breaking down organic matter from dead organisms.
<b>Deforestation:</b>	The cutting down and removal of all or most of the trees in a forested area.
<b>Dependent variable:</b>	Factor being measured or observed in an experiment.
<b>Desertification:</b>	The transformation of arable or habitable land to desert, as by a change in climate or destructive land use.

<b>Diversity:</b>	The different species in a given area or specific period of time.
<b>DNA:</b>	Deoxyribonucleic acid; a nucleic acid that is genetic material; present in all organisms.
<b>Earthquake:</b>	The shaking of the ground caused by a sudden release of energy in Earth's crust.
<b>Energy:</b>	The capacity to do work.
<b>Environment:</b>	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
<b>Erosion:</b>	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
<b>Evolution :</b>	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
<b>Experiment:</b>	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
<b>Fossil:</b>	A whole or part of an organism that has been preserved in sedimentary rock.
<b>Genetic:</b>	Affecting or determined by genes.
<b>Genotype:</b>	The genetic information contained in a cell, an organism, or an individual.
<b>Heat:</b>	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
<b>Heredity:</b>	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.
<b>Independent variable:</b>	The factor that is changed in an experiment in order to study changes in the dependent variable.
<b>Infrared :</b>	Relating to the invisible part of the electromagnetic spectrum with wavelengths longer than those of visible red light but shorter than those of microwaves.
<b>Investigation :</b>	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
<b>Law :</b>	A statement that describes invariable relationships among

	phenomena under a specified set of conditions.
<b>Light:</b>	Electromagnetic radiation that lies within the visible range.
<b>Liquid:</b>	One of the fundamental states of matter with a definite volume but no definite shape.
<b>Lithosphere:</b>	The outer part of the solid earth composed of rock essentially like that exposed at the surface, consisting of the crust and outermost layer of the mantle, and usually considered to be about 60 miles (100 kilometers) in thickness.
<b>Meiosis:</b>	The process of nuclear division in cells during which the number of chromosomes is reduced by half.
<b>Mitosis:</b>	A process of nuclear division in eukaryotic cells during which the nucleus of a cell divides into two nuclei, each with the same number of chromosomes.
<b>Model :</b>	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
<b>Natural selection:</b>	The theory stating every organism displays slight variations from related organisms, and these variations make an organism more or less suited for survival and reproduction in specific habitats.
<b>Observation :</b>	What one has observed using senses or instruments.
<b>Organism:</b>	An individual form of life of one or more cells that maintains various vital processes necessary for life.
<b>Phenotype:</b>	The observable characteristics of an organism resulting from the interaction of its genetic makeup and its environment.
<b>Plate tectonics:</b>	Theory of global dynamics in which Earth's crust is divided into a smaller number of large, rigid plates whose movements cause seismic activity along their borders.
<b>Producer :</b>	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
<b>Radiation:</b>	Emission of energy in the form of rays or waves.
<b>Radioactive dating:</b>	Measurement of the amount of radioactive material (usually carbon 14) that an object contains; can be used to estimate the age of the object.

<b>Replication:</b>	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.
<b>Reproduction:</b>	The sexual or asexual process by which organisms generate new individuals of the same kind and perpetuate the species.
<b>Sexual reproduction:</b>	Reproduction involving the union of male and female gametes producing an offspring with traits from both parents.
<b>Solid:</b>	Having a definite shape and a definite volume; one of the fundamental states of matter.
<b>Sound wave:</b>	Longitudinal pressure waves in any material medium regardless of whether they constitute audible sound; earthquake waves and ultrasonic waves are sometimes called sound waves.
<b>Space:</b>	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
<b>Sun:</b>	The closest star to Earth and the center of our solar system.
<b>Superposition:</b>	The principle that in a group of stratified sedimentary rocks the lowest were the earliest to be deposited.
<b>Theory :</b>	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
<b>Ultraviolet :</b>	Relating to electromagnetic radiation having frequencies higher than those of visible light but lower than those of x-rays, approximately $10^{15}$ - $10^{16}$ hertz.
<b>Variable:</b>	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
<b>Wavelength:</b>	The distance between crests of a wave.



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# Course: 7820015 Access M/J Comprehensive Science 1

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## BASIC INFORMATION

<b>Course Number:</b>	7820015
<b>Course Title:</b>	Access M/J Comprehensive Science 1
<b>Course Abbreviated Title:</b>	Access M/J Comprehensive Science 1
<b>Course Path:</b>	<b>Section:</b> Exceptional Student Education» <b>Grade Group:</b> Middle/Junior High » <b>Subject:</b> Academics - Subject Areas » <b>NCLB:</b> Yes <b>Class Size:</b> Yes <b>Requires HQT:</b> Yes
<b>Number of Credits:</b>	NA
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Requires Highly Qualified Teacher(HQT)?</b>	Yes
<b>Class Size?</b>	Yes
<b>No Child Left Behind (NCLB)?</b>	Yes
<b>Status:</b>	State Board Approved

**RELATED ACCESS POINTS: Independent(30) Supported(30) Participatory(25)**

<b><a href="#">SC.6.E.6.1:</a></b>	Describe and give examples of ways in which Earth's surface is built
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	<p>up and torn down by physical and chemical weathering, erosion, and deposition.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.6.In.1</a>: Describe how weathering and erosion reshape the Earth’s surface.</li> <li>• <a href="#">SC.6.E.6.Su.1</a>: Recognize that wind and water cause physical weathering and erosion.</li> <li>• <a href="#">SC.6.E.6.Pa.1</a>: Recognize that water can move soil.</li> </ul>
<p><a href="#">SC.6.E.6.2</a>:</p>	<p>Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.6.In.2</a>: Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes.</li> <li>• <a href="#">SC.6.E.6.Su.2</a>: Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes.</li> <li>• <a href="#">SC.6.E.6.Pa.2</a>: Recognize a landform in Florida, such as a beach (coastline), river, or lake.</li> </ul>
<p><a href="#">SC.6.E.7.1</a>:</p>	<p>Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.1</a>: Recognize that heat is a flow of energy that moves through Earth’s land, air, and water in different ways, including conduction, convection, and radiation.</li> <li>• <a href="#">SC.6.E.7.Su.1</a>: Recognize that heat can transfer from the Sun to the water, land, and air. Recognize that heat can transfer from the Sun to the water, land, and air.</li> <li>• <a href="#">SC.6.E.7.Pa.1</a>: Recognize that the Sun is a source of heat.</li> </ul>
<p><a href="#">SC.6.E.7.2</a>:</p>	<p>Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.</p>



	<p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.2</a>: Identify components in the water cycle, including evaporation, condensation, precipitation, ground water, and runoff.</li> <li>• <a href="#">SC.6.E.7.Su.2</a>: Recognize parts of the water cycle such as clouds (condensation), rain (precipitation), and evaporation.</li> <li>• <a href="#">SC.6.E.7.Pa.2</a>: Recognize that rain comes from clouds.</li> </ul>
<p><a href="#">SC.6.E.7.3</a>:</p>	<p>Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.3</a>: Identify the way elements of weather are measured, including temperature, humidity, wind speed and direction, and precipitation.</li> <li>• <a href="#">SC.6.E.7.Su.3</a>: Recognize the way temperature and wind speed are measured.</li> <li>• <a href="#">SC.6.E.7.Pa.3</a>: Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.</li> </ul>
<p><a href="#">SC.6.E.7.4</a>:</p>	<p>Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.4</a>: Recognize that Earth consists of different parts, including air that is over the Earth (atmosphere), water that covers much of the Earth (hydrosphere), and the parts that support all living things on Earth (biosphere).</li> <li>• <a href="#">SC.6.E.7.Su.4</a>: Recognize where living things are found (biosphere) and where the air is found (atmosphere) on Earth.</li> <li>• <a href="#">SC.6.E.7.Pa.4</a>: Recognize that air covers Earth (atmosphere).</li> </ul>
<p><a href="#">SC.6.E.7.5</a>:</p>	<p>Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between</p>

	<p>air, water, and land.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.5</a>: Recognize that there are general patterns of weather that move around Earth, and in North America the patterns typically move from west to east.</li> <li>• <a href="#">SC.6.E.7.Su.5</a>: Recognize that there are patterns of weather that move.</li> <li>• <a href="#">SC.6.E.7.Pa.3</a>: Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.</li> </ul>
<p><a href="#">SC.6.E.7.6:</a></p>	<p>Differentiate between weather and climate.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.6</a>: Identify climate as the expected weather patterns in a region.</li> <li>• <a href="#">SC.6.E.7.Su.6</a>: Identify the major characteristics of climate in Florida, including temperature and precipitation.</li> <li>• <a href="#">SC.6.E.7.Pa.3</a>: Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.</li> </ul>
<p><a href="#">SC.6.E.7.7:</a></p>	<p>Investigate how natural disasters have affected human life in Florida.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.7</a>: Identify possible effects of hurricanes and other natural disasters on humans in Florida.</li> <li>• <a href="#">SC.6.E.7.Su.7</a>: Recognize possible effects of severe storms, hurricanes, or other natural disasters in Florida.</li> <li>• <a href="#">SC.6.E.7.Pa.5</a>: Recognize where to go in severe weather situations or drills at school and at home.</li> </ul>
<p><a href="#">SC.6.E.7.8:</a></p>	<p>Describe ways human beings protect themselves from hazardous weather and sun exposure.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.8</a>: Identify ways humans get ready for severe</li> </ul>

	<p>storms and protect themselves from sun exposure.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.Su.8</a>: Recognize ways people prepare for severe storms and protect themselves from sun exposure.</li> <li>• <a href="#">SC.6.E.7.Pa.5</a>: Recognize where to go in severe weather situations or drills at school and at home.</li> </ul>
<p><a href="#">SC.6.E.7.9</a>:</p>	<p>Describe how the composition and structure of the atmosphere protects life and insulates the planet.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.E.7.In.9</a>: Identify that the atmosphere protects Earth from radiation from the Sun and regulates the temperature.</li> <li>• <a href="#">SC.6.E.7.Su.9</a>: Recognize that the air that surrounds Earth (atmosphere) protects living things from the intense heat of the Sun.</li> <li>• <a href="#">SC.6.E.7.Pa.4</a>: Recognize that air covers Earth (atmosphere).</li> </ul>
<p><a href="#">SC.6.L.14.1</a>:</p>	<p>Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.14.In.1</a>: Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood.</li> <li>• <a href="#">SC.6.L.14.Su.1</a>: Identify the major internal organs of animals and external structures of plants and their functions.</li> <li>• <a href="#">SC.6.L.14.Pa.1</a>: Recognize that the human body is made up of various parts.</li> </ul>
<p><a href="#">SC.6.L.14.2</a>:</p>	<p>Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.14.In.2</a>: Identify that the cell is the smallest basic unit of life and most living things are composed of many cells.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.14.Su.2</a>: Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells.</li> <li>• <a href="#">SC.6.L.14.Pa.1</a>: Recognize that the human body is made up of various parts.</li> </ul>
<p><a href="#">SC.6.L.14.3</a>:</p>	<p>Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.14.In.3</a>: Identify that cells carry out important functions within an organism, such as using energy from food.</li> <li>• <a href="#">SC.6.L.14.Su.3</a>: Recognize that animals, including humans, use energy from food.</li> <li>• <a href="#">SC.6.L.14.Pa.2</a>: Identify basic needs of plants and animals.</li> </ul>
<p><a href="#">SC.6.L.14.4</a>:</p>	<p>Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.14.In.4</a>: Recognize that plant and animal cells have different parts and each part has a function.</li> <li>• <a href="#">SC.6.L.14.Su.2</a>: Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells.</li> <li>• <a href="#">SC.6.L.14.Pa.2</a>: Identify basic needs of plants and animals.</li> </ul>
<p><a href="#">SC.6.L.14.5</a>:</p>	<p>Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.14.In.1</a>: Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.14.Su.1</a>: Identify the major internal organs of animals and external structures of plants and their functions.</li> <li>• <a href="#">SC.6.L.14.Pa.3</a>: Recognize body parts related to basic needs, such as mouth for eating.</li> </ul>
<a href="#">SC.6.L.14.6</a> :	<p>Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.14.In.5</a>: Recognize that bacteria and viruses can infect the human body.</li> <li>• <a href="#">SC.6.L.14.Su.4</a>: Identify ways to prevent infection from bacteria and viruses, such as hand washing.</li> <li>• <a href="#">SC.6.L.14.Pa.4</a>: Recognize practices that keep the body free from infection, such as hand washing.</li> </ul>
<a href="#">SC.6.L.15.1</a> :	<p>Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.L.15.In.1</a>: Classify animals into major groups, such as insects, fish, reptiles, mammals, and birds.</li> <li>• <a href="#">SC.6.L.15.Su.1</a>: Sort common animals by their physical characteristics.</li> <li>• <a href="#">SC.6.L.15.Pa.1</a>: Match animals based on a given shared characteristic.</li> </ul>
<a href="#">SC.6.N.1.1</a> :	<p>Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.1.In.1</a>: Identify a problem from the sixth grade curriculum, use reference materials to gather information,</li> </ul>

	<p>carry out an experiment, collect and record data, and report results.</p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.1.Su.1</a>: Recognize a problem from the sixth grade curriculum, use materials to gather information, carry out a simple experiment, and record and share results.</li> <li>• <a href="#">SC.6.N.1.Pa.1</a>: Recognize a problem related to the sixth grade curriculum, observe and explore objects or activities, and recognize a solution.</li> </ul>
<p><a href="#">SC.6.N.1.2</a>:</p>	<p>Explain why scientific investigations should be replicable.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.1.In.2</a>: Identify that scientific investigations can be repeated the same way by others.</li> <li>• <a href="#">SC.6.N.1.Su.2</a>: Recognize that experiments involve procedures that can be repeated the same way by others.</li> <li>• <a href="#">SC.6.N.1.Pa.2</a>: Recognize that when a common activity is repeated, it has the same result.</li> </ul>
<p><a href="#">SC.6.N.1.3</a>:</p>	<p>Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.1.In.3</a>: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.</li> <li>• <a href="#">SC.6.N.1.Su.3</a>: Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.</li> <li>• <a href="#">SC.6.N.1.Pa.3</a>: Recognize that people conduct activities and share information about science.</li> </ul>
<p><a href="#">SC.6.N.1.4</a>:</p>	<p>Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.</p> <p><b>Access Points:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.1.In.3</a>: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.</li> <li>• <a href="#">SC.6.N.1.Su.3</a>: Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.</li> <li>• <a href="#">SC.6.N.1.Pa.3</a>: Recognize that people conduct activities and share information about science.</li> </ul>
<a href="#">SC.6.N.1.5</a> :	<p>Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.1.In.4</a>: Compare results of observations and experiments of self and others.</li> <li>• <a href="#">SC.6.N.1.Su.4</a>: Identify information based on observations and experiments of self and others.</li> <li>• <a href="#">SC.6.N.1.Pa.3</a>: Recognize that people conduct activities and share information about science.</li> </ul>
<a href="#">SC.6.N.2.1</a> :	<p>Distinguish science from other activities involving thought.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.2.In.1</a>: Identify familiar topics included in the study of science.</li> <li>• <a href="#">SC.6.N.2.Su.1</a>: Recognize familiar topics in the study of science.</li> <li>• <a href="#">SC.6.N.2.Pa.1</a>: Recognize objects and pictures related to science.</li> </ul>
<a href="#">SC.6.N.2.2</a> :	<p>Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.2.In.2</a>: Identify that scientific knowledge changes with new evidence or new interpretations.</li> <li>• <a href="#">SC.6.N.2.Su.2</a>: Recognize that scientific knowledge changes when new things are discovered.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.2.Pa.1</a>: Recognize objects and pictures related to science.</li> </ul>
<a href="#">SC.6.N.2.3</a> :	<p>Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.2.In.3</a>: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.</li> <li>• <a href="#">SC.6.N.2.Su.3</a>: Recognize contributions of well-known scientists.</li> <li>• <a href="#">SC.6.N.2.Pa.2</a>: Recognize a scientist as a person who works with science.</li> </ul>
<a href="#">SC.6.N.3.1</a> :	<p>Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.3.In.1</a>: Identify that a scientific theory is an explanation of nature supported by evidence.</li> <li>• <a href="#">SC.6.N.3.Su.1</a>: Recognize that a scientific theory is an explanation of nature.</li> <li>• <a href="#">SC.6.N.3.Pa.1</a>: Observe and recognize a predictable cause-effect relationship related to a science topic.</li> </ul>
<a href="#">SC.6.N.3.2</a> :	<p>Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.3.In.2</a>: Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity.</li> <li>• <a href="#">SC.6.N.3.Su.2</a>: Recognize events that are based on scientific laws, such as the law of gravity.</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.3.Pa.1</a>: Observe and recognize a predictable cause-effect relationship related to a science topic.</li> </ul>
<a href="#">SC.6.N.3.3</a> :	<p>Give several examples of scientific laws.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.3.In.2</a>: Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity.</li> <li>• <a href="#">SC.6.N.3.Su.2</a>: Recognize events that are based on scientific laws, such as the law of gravity.</li> <li>• <a href="#">SC.6.N.3.Pa.1</a>: Observe and recognize a predictable cause-effect relationship related to a science topic.</li> </ul>
<a href="#">SC.6.N.3.4</a> :	<p>Identify the role of models in the context of the sixth grade science benchmarks.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.N.3.In.3</a>: Identify models used in the context of sixth grade science access points.</li> <li>• <a href="#">SC.6.N.3.Su.3</a>: Recognize models used in the context of sixth grade science access points.</li> <li>• <a href="#">SC.6.N.3.Pa.2</a>: Associate a model with an activity used in the context of sixth grade science access points.</li> </ul>
<a href="#">SC.6.P.11.1</a> :	<p>Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.P.11.In.1</a>: Identify energy as stored (potential) or expressed in motion (kinetic).</li> <li>• <a href="#">SC.6.P.11.Su.1</a>: Recognize examples of stored energy, such as in a roller coaster.</li> <li>• <a href="#">SC.6.P.11.Pa.1</a>: Distinguish between objects in motion (kinetic energy) and at rest.</li> </ul>
<a href="#">SC.6.P.12.1</a> :	<p>Measure and graph distance versus time for an object moving at a</p>

	<p>constant speed. Interpret this relationship.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.P.12.In.1</a>: Identify that speed describes the distance and time in which an object is moving, such as miles per hour.</li> <li>• <a href="#">SC.6.P.12.Su.1</a>: Recognize that speed describes how far an object travels in a given amount of time.</li> <li>• <a href="#">SC.6.P.12.Pa.1</a>: Recognize that traveling longer distances takes more time, such as going to the cafeteria takes longer than going across the classroom.</li> </ul>
<p><a href="#">SC.6.P.13.1</a>:</p>	<p>Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.P.13.In.1</a>: Identify examples of gravitational and contact forces, such as falling objects or push and pull.</li> <li>• <a href="#">SC.6.P.13.Su.1</a>: Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object.</li> <li>• <a href="#">SC.6.P.13.Pa.1</a>: Recognize that pushing or pulling makes an object move (contact force).</li> </ul>
<p><a href="#">SC.6.P.13.2</a>:</p>	<p>Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.P.13.In.1</a>: Identify examples of gravitational and contact forces, such as falling objects or push and pull.</li> <li>• <a href="#">SC.6.P.13.Su.1</a>: Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object.</li> <li>• <a href="#">SC.6.P.13.Pa.1</a>: Recognize that pushing or pulling makes an object move (contact force).</li> <li>• <a href="#">SC.6.P.13.Pa.2</a>: Recognize that objects fall unless supported by something.</li> </ul>
<p><a href="#">SC.6.D.12.2</a>:</p>	<p>Investigate and describe that an unbalanced force acting on an object</p>

	<p>changes its speed, or direction of motion, or both.</p> <p><b>Access Points:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SC.6.P.13.In.2</a>: Demonstrate and describe how forces can change the speed and direction of objects in motion.</li> <li>• <a href="#">SC.6.P.13.Su.2</a>: Recognize that force can change the speed and direction of an object in motion.</li> <li>• <a href="#">SC.6.P.13.Pa.3</a>: Recognize the speed (fast or slow) of a moving object.</li> </ul>
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## RELATED GLOSSARY TERM DEFINITIONS (52)

<b>Atmosphere:</b>	The layers of gas that surround Earth, other planets, or stars.
<b>Atom:</b>	The smallest unit of a chemical element that can still retain the properties of that element.
<b>Bacteria:</b>	Any of a large group of one-celled organisms that lack a cell nucleus, reproduce by fission or by forming spores, and in some cases cause disease.
<b>Biosphere:</b>	The part of the earth and its atmosphere in which living organisms exist or that is capable of supporting life.
<b>Cell:</b>	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
<b>Chloroplast:</b>	A plastid in most cells of most plants that contains chlorophylls and carotenoid pigments and produces glucose through photosynthesis.
<b>Conduction:</b>	The transmission of heat through a medium and without the motion of the medium.
<b>Convection:</b>	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
<b>Cytoplasm:</b>	The material that surrounds organelles and inside the cell

	membrane.
<b>Delta:</b>	A usually triangular mass of sediment, especially silt and sand, deposited at the mouth of a river. Deltas form when a river flows into a body of standing water, such as a sea or lake, and deposits large quantities of sediment.
<b>Deposition:</b>	The process by which sediment is carried by forces (e.g., wind, rain, or water currents) and left in a certain area.
<b>Dune:</b>	A hill or ridge of sand piled up by the wind.
<b>Energy:</b>	The capacity to do work.
<b>Erosion:</b>	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
<b>Experiment:</b>	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
<b>Force:</b>	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
<b>Fungus:</b>	A kingdom of eukaryotic organisms that reproduce by spores and have cell walls that contain chitin, examples include the mushrooms, molds, yeasts, and mildews.
<b>Geosphere:</b>	The solid part of the earth consisting of the crust and outer mantle.
<b>Glacier:</b>	A huge mass of ice slowly flowing over a land mass, formed from compacted snow in an area where snow accumulation exceeds melting and sublimation.
<b>Gravity:</b>	The force of attraction between any two objects.
<b>Heat:</b>	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
<b>Homeostasis:</b>	The tendency of an organism or cell to regulate its internal conditions, such as the chemical composition of its body fluids, so as to maintain health and functioning, regardless of outside conditions.
<b>Humidity:</b>	The amount of water vapor in the atmosphere, usually expressed as either absolute humidity or relative humidity.
<b>Hydrosphere:</b>	All of the Earth's water, including surface water (water in oceans, lakes, and rivers), groundwater (water in soil and beneath the Earth's

	surface), snowcover, ice, and water in the atmosphere, including water vapor.
<b>Investigation :</b>	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
<b>Kinetic energy:</b>	The energy possessed by a body because of its motion.
<b>Law :</b>	A statement that describes invariable relationships among phenomena under a specified set of conditions.
<b>Magnetic:</b>	Having the property of attracting iron and certain other materials by virtue of a field of force.
<b>Mass:</b>	The amount of matter an object contains.
<b>Membrane:</b>	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
<b>Mitochondrion:</b>	A spherical or elongated organelle in the cytoplasm of nearly all eukaryotic cells that uses enzymes and membranes to make chemical energy available to the cell to make food to usable energy.
<b>Model :</b>	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
<b>Molecule:</b>	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
<b>Motion:</b>	The act or process of changing position and/or direction.
<b>Nucleus:</b>	The center region of an atom where protons and neutrons are located; also a cell structure that contains the cell genetic material of the cell.
<b>Observation :</b>	What one has observed using senses or instruments.
<b>Organ:</b>	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
<b>Organelle:</b>	A differentiated structure within a cell, such as a mitochondrion, vacuole, or chloroplast, that performs a specific function.
<b>Organism:</b>	An individual form of life of one or more cells that maintains various vital processes necessary for life.
<b>Parasite:</b>	An organism that grows, feeds, and is sheltered on or in a different

	organism while contributing nothing to the survival of its host.
<b>Planet:</b>	A large body in space that orbits a star and does not produce light of its own.
<b>Potential energy:</b>	Energy stored in a physical system due to the object's configuration and position.
<b>Precipitation:</b>	In meteorology, a form of water, such as rain, snow, or sleet that condenses from the atmosphere, becomes too heavy to remain suspended, and falls to the Earth's surface.
<b>Radiation:</b>	Emission of energy in the form of rays or waves.
<b>Scientist:</b>	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
<b>Speed:</b>	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
<b>Sun:</b>	The closest star to Earth and the center of our solar system.
<b>Theory :</b>	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
<b>Tissue:</b>	Similar cells acting to perform a specific function.
<b>Vacuole:</b>	A cavity in the cytoplasm of a cell, bound by a single membrane and containing water, food, or metabolic waste.
<b>Variable:</b>	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
<b>Virus:</b>	A noncellular, usually disease-causing, particle with an outer protein code and a core of genetic material that is capable of growth and replication in living host cells.



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